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Service-learning and research scheme : the Lingnan model

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Service-Learning and Research Scheme : The Lingnan Model

Service to Learn • Learn to Service

2006

Service-Learning and Research Scheme:

The Lingnan Model

Office of Service-Learning (OSL)

Lingnan University

2006

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Printed in Hong Kong
ISBN: 988-99577-0-1
978-988-99577-0-4

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With the Lingnanian spirit of red and grey,
For our mission of 'Education for Service',
We shall swear by almighty God,
Thou shall service to learn,
And learn to service.

To those who did service-learning,
Who are servicing to learn,
And who will learn to service!

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* All appendices are adopted and modified from APIAS’s SLRS (2004-2006), Lingnan University

Foreword

The Service-Learning and Research Scheme (SLRS), organized by Asia-Pacific Institute of Ageing Studies (APIAS) of Lingnan University, was made possible with a donation from the Kwan Fong Charitable Fund for the first year in 2004-2005. This scheme implanted a service-learning component across the curriculum and was designed as a pilot program to aid the development of university-wide Service-Learning Programs (SLP) at Lingnan University. A total of 200 students served 2051 people in the community, including children, the elderly, parents, ethnic minorities and people (with learning disabilities). Four sets of SLRS documents (Practice Manual, Report on the Pilot Study, Validation Study and Implementation Guidelines for Course Instructors) were developed.

With encouragement from the community and tremendous support from the University, especially our President, Professor Edward Chen and the donor, Mr. Michael Leung Kai Hung, an Office of Service-Learning (OSL) was set up in 2006. It aims to integrate the concept of Service-Learning (S-L) into the liberal arts curriculum amongst institutions in Hong Kong and seeks to provide a vital link between the University and the community, in order that students find fulfillment in their academic pursuits as well as in serving those in need.

In order to continuously develop the academic elements of the service-learning documents, the OSL was given the task of combining four sets of documents into a single publication, 'Service-Learning and Research Scheme: the Lingnan Model'(SLRS), for the use of all stakeholders: students, universities, course instructors, service agency supervisors and program coordinators. This SLRS Manual reviews the historical development of Service-Learning and the development of Lingnan's SLRS model. Additionally, it reports on the core processes and outcomes expected of the SLRS. The indicators have been put through a validation procedure ensuring their reliability and validity in measuring student performance in both the processes and outcomes of the SLRS.

This Manual is useful for anyone wishing to engage in a SLRS. It spells out what may be called the Lingnan Model of Service-Learning. It is specifically designed for university students subscribing to a liberal arts philosophy: using what they have learned to serve the

community and to learn from how they have served are the two main reflective processes pushing students to higher order learning.

Professor Alfred Chan Cheung Ming

Director, Office of Service-Learning

Lingnan University

August 2006

Acknowledgements

The OSL team would like to thank the APIAS team, our colleagues, program coordinators, trainers, students and collaborative parties who devoted their time, effort and comments on the program. Special gratitude goes to Dr. Lee Tsang Chiu Kwan and Dr. Fong Yim Fun, founders of Kwan Fong Charitable Foundation for sponsoring the Social Service-Learning and Research Scheme (SLRS) in 2004-2005; and to the donor, Mr. Michael Leung Kai Hung, Executive Chairman, Onwel Group of Companies, Director and Managing Director, China Mobile Peoples Telephone Company Limited, who has donated an outstanding amount for the establishment of the OSL. Without their generous support, the SLRS could not have achieved its present status. We owe our thanks to those partner organizations offering valuable placements for our students. Their staff were critical in serving as supervisors and as life mentors.

We would like to acknowledge the following persons and organizations:

Donor of the Office of Service-Learning

- 1) Mr. Michael LEUNG Kai Hung

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- 7) Mr. Calvin WONG Hoi To, Project Officer, APIAS
- 8) Mr. Eric WONG Hon Yui, Project Officer, APIAS

Collaborative Parties

- 1) Castle Peak Hospital
- 2) Chi Ching Primary School
- 3) China Internal Family Lee Style Tai Chi Association
- 4) Ching Chung Hau Po Woon Secondary School
- 5) Chomolongma Multicultural Community Centre- Yuen Long Town Hall
- 6) Creative Kindergarten & Day Nursery (Tuen Mun)

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- 9) Department of Management, Lingnan University
- 10) Department of Philosophy, Lingnan University
- 11) Department of Politics and Sociology, Lingnan University
- 12) Evangelical Lutheran Church of Hong Kong, (ELCHK) Lutheran Healthy Aging Club
- 13) Haven of Hope Christian Service
- 14) Harvest Organization (Institute for Integrated Rural Development Hong Kong)
- 15) Hong Kong Christian Council
- 16) Hong Kong Police Force (Police Community Relations Office, Tuen Mun Police District)
- 17) New Territories Association of Societies-Old Army Choir
- 18) New Territories Association of Societies-Yuen Long Aging Centre
- 19) Ng Wo Public Primary School
- 20) Opera Choir of Hong Kong Children Moral Education (EQ)
- 21) Parents and Teachers Association of Tuen Mun
- 22) Po Leung Kuk Centenary Li Shiu Chung Memorial College
- 23) S.R.B.C.E.P.S.A. Ho Sau Ki School
- 24) Stewards Ma Kam Ming Charitable Foundation Ma Ko Pan Memorial College
- 25) Student Services Centre, Lingnan University
- 26) The Church of Christ in China Tam Lee Lai Fun Memorial Secondary School
- 27) The Church of United Brethren in Christ Tin King Estate Tuen Mun Youth Centre
- 28) The Hong Kong Federation of Youth Groups (Youth Support Scheme)
- 29) The Hong Kong Red Cross
- 30) The Neighbourhood Advice-Action Council, Fu Tai Neighbourhood Elderly Centre
- 31) The Neighbourhood Advice-Action Council, Tuen Mun District Integrated Services Centre for the Elderly (Shan King)
- 32) The Salvation Army Hong Kong & Macau Command Tuen Mun East Integrated Service for Young People
- 33) The Salvation Army Hong Kong & Macau Command To Po Integrated Service for Senior Citizens
- 34) Tin King Estate Baptist Lui Kwok Pat Fong Kindergarten

- 35) Tuen Mun Youth Association
- 36) Tung Wah Group of Hospitals (Tai Tung Pui Care and Attention Home)
- 37) Tung Wah Group of Hospitals (Tai Tung Pui Day Care Centre for the Elderly)
- 38) Tung Wah Group of Hospitals (Mrs. Wang Li Ming Tzun Tsuen Wan Neighborhood Elderly Centre)
- 39) Tung Wah Group of Hospitals (Y.C. Liang Memorial Home for the Elderly)
- 40) Tung Wah Group of Hospitals (Tseng Choi Street Youth Centre)
- 41) Yan Chai Hospital Tsz Ching Elderly Home Cum Day Care Unit
- 42) Yan Oi Tong Tin Ka Ping Integrated Children and Youth Services Centre

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Abbreviations

ABC Model	Adaptability, Brain-power and Creativity
APIAS	Asia-Pacific Institute of Aging Studies
AS	Agency Supervisor(s)
ASA	Anti-Smoking Ambassadors
BP	Business Project (Tai Tung Pui)
CCPS	Chi Ching Primary School
CI	Course Instructor(s)
CL	Clinical Learning
CLTM	Creative Learning through Magic
CMCC	Chomolongma Multicultural Community Centre
CNEC	Christian Nationals' Evangelism Commission
CVI	Content Validity Index
ELCHK	Evangelical Lutheran Church of Hong Kong
ELT	Experimental Learning Theory
ES	Elderly Storyteller
ESEE	Evaluation System for Experiential Education
FICM	Fully Integrated Course Mode
GPA	Grade Point Average
HC	Healthy Cafe
HFS	Happy Farming Scheme
HFSD	Happy Family Shopping Day
HFSDF	Happy Family Shopping Day Fundraising
IE	Innovative Expo
ILP	Integrated Learning Program
LAP	Lingnan Angels Program
LCCB	Lingnan Cross-Cultural Buddies
LCR	Lingnan Community Researchers
LHCA	Lingnan Health Care Ambassadors
LSA	Life Story Album
LUSSC	Lingnan University's Student Services Centre
MET	Moral Education Theatre
NCSL	National Center for Service-Learning
NGOs	Non-Governmental Organizations
NWPPS	Ng Wo Public Primary School
OCA	Oral Communication Apprehension
OSL	Office of Service-Learning
PC	Program Coordinator(s)
PICM	Partially Integrated Course Mode
RIP	Research Internship Program
RSVP	The Retired and Senior Volunteer Program
S	Student(s)
SA	Social Activity
SADCEC	Social Activity (Day Care Elderly Centre)

SAFT	Social Activity (Fu Tai Neighbourhood Elderly Centre, The Neighbourhood Advice-Action Council)
SARC	Social Activity (Rehabilitation Centre)
SCHSA	Senior Citizen Home Safety Association
SL	Service-Learning
SLP	Service-Learning Programs
SLRS	Service-Learning and Research Scheme
SPACE	School of Professional and Continuing Education
SPSI-A	Social Problem-Solving Inventory for Adolescents
SSC	Student Services Centre
TTP	Trusted Third Party
UGC	University Grants Committee
UOP	University Orientation Program
WPCAH	Woo Ping Care and Attention Home
WPL	Writing Positive Life
YCH	Yan Chai Hospital Tsz Ching Elderly Home cum Day Care Unit

SECTION 1: Background and Structure of the SLRS Manual

1.1 Introduction

Since relocation to Tuen Mun in 1995, Lingnan University has sought to position itself as a liberal arts institution with a distinctive mission. Liberal arts education has a history that goes back to ancient times in both the East and West. Confucius spoke about six “arts” encompassing subjects ranging from fine arts to artillery. In modern universities and colleges, the liberal arts encompass three main areas of study: humanities, physical/biological sciences and mathematics, and social sciences. Lingnan’s mission statement emphasizes a whole-person approach to education, which enables students to think, judge, care and act responsibly in a continually changing Hong Kong and wider world.

Inspired by participation in a number of international Service-Learning conferences¹, Lingnan believes that Service-Learning (SL) is a concept that imparts practical meaning to its mission. In 2004, a new Service-Learning and Research Scheme (SLRS), mainly funded by a donation from Kwan Fong Charitable Foundation, was designed as a pilot program to aid in the development of university-wide Service-Learning Programs (SLP) at Lingnan University. Three distinctive programs were launched under the SLRS: Lingnan Health Care Ambassadors (LHCA), Lingnan Community Researchers (LCR) and Lingnan Cross-Cultural Buddies (LCCB), providing three forms of service practicum. It was estimated that around 200 Lingnan University undergraduate students would participate in these programs. In the first semester of 2004-2005, 115 students joined the SLRS and 84 students joined the SLRS in the second semester.

Arising from this SLRS pilot, a comprehensive practice manual was developed, together with implementation guidelines for easy referencing. In order to assess the effectiveness of the SLRS, a validation protocol was also developed, which reflects the unique characteristics of Lingnan but also takes account of the requirements for general

¹ ‘Name of the Service-Learning Conferences that we have participated:

- “Service-Learning: Developing New Leadership for Communities, Nations and the World” was held in Thailand on the 3rd through the 10th of January in 2004 in Thailand. It was organized by the International Partnership for Service-Learning and Leadership.
- “International Literacy and Research Network Conference on Learning” was held in London on the 15th through the 18th of July in 2003 in London. It was organized by the Institute of Education, University of London.

application in other tertiary institutions who will each have their own characteristics and approaches to program implementation.

1.2 Objectives of the SLRS Manual

This Manual is a product of Lingnan University's pilot SLRS. It aims to provide a framework for interested parties to organize or refine a range of Service-Learning Programs and to develop a comprehensive set of validating instruments that can be used to assess the effectiveness of the SLRS from the varying perspectives of students, course instructors, social service agency supervisors and program coordinators. The specific objectives of this Manual are:

- (i) To provide useful reference information on Service-Learning to interested parties at Lingnan University and other tertiary institutions.
- (ii) To provide definitions of the structures, contents and processes of the Lingnan model of Service-Learning (SLRS) and guidance to support implementation.
- (iii) To provide a set of validation instruments, as developed by Lingnan, for evaluating the effectiveness of the SLRS from the perspective of participants.
- (iv) To share the summary results of the evaluation of Lingnan's SLRS pilot.

This is the first manual of its kind for running a Service-Learning scheme with the unique characteristics of liberal arts education in Hong Kong.

1.3 Organization of the SLRS Manual

The SLRS Manual is divided into eight sections as follows:

Section 1 introduces the background, objectives and the organization of the chapters of this Manual.

Section 2 is the literature review and the research framework, focusing on Service-Learning history, the rationale for including Service-Learning in tertiary institutions, the principles and theoretical base of Service-Learning Programs, the assessment methods and outcomes indicators.

Section 3 is an overview of the Service-Learning and Research Scheme (SLRS) at Lingnan University.

Section 4 outlines the roles and responsibilities of collaborative parties in the SLRS.

Section 5 presents the implementation procedures of the SLRS

Section 6 details the validation of the SLRS protocol and construction of the evaluation instruments.

Section 7 sets out a discussion on the future of incorporating many models and developing a theory for SLRS.

Section 8 provides the useful references for the SLRS

The Appendices will appear last.

SECTION 2: General Framework of Service-Learning

2.1 History of Service-Learning

Service-Learning has a history that goes back to the 19th century in America. When signing the Morrill Act in 1862, the first Land Grant Institution was set up “to promote the liberal and practical education” of the industrial classes. Service-Learning was in effect being pioneered, since it was the first time the “real life” elements of agriculture and the mechanical arts were being integrated with traditional scientific and classical studies.

In 1903, John Dewey had formed the intellectual foundations of service-based learning with the publication of his essay, “Thought and its Subject-Matter”, based on logical theory. He later applied his ideas to the development of a new educational method in a school in Chicago.

With the advent of the Smith Lever Act 1914, cooperative agricultural extension work was introduced. It was a service which emphasized the practical application of both research knowledge and demonstrations, firstly at community level and later expanding nationally. During this period, the connection between work, service and learning was also being implemented in some folk schools in Appalachia.

The GI Bill (also known as “The Service Members’ Readjustment Act”) that linked service and education together was proposed by President Roosevelt in 1944 and opened opportunities for people to serve the country.

The 1960s was a watershed for the development of “Service-Learning”. Up to the early 60s, several volunteer programs like the RSVP (The Retired and Senior Volunteer Program) and the Peace Corps were arranged by government. The college work-study programs and “Service-Learning” programs were initially used in 1965 and 1966 representatively. During the Atlanta Service-Learning Conference in 1969, “Service-Learning” was defined by the Southern Regional Education Board as an integration of the accomplishment of the tasks which meet human needs with conscious educational growth.

Starting from the 1970s, the Youth Conservation Corps organized a summer program every year, aimed at allowing young people to work, learn and earn together by

conducting projects on public land. A National Student Volunteer Program was formed in 1971 to draw public support for Service-Learning and the contribution of voluntary effort to the improvement of student learning.

Another watershed was the forming of the National Center for Service-Learning (NCSL) in 1979 based on the foundation of the National Student Volunteer Program. The formation of the NCSL provided quality service-learning opportunities for all students. In the same year, “Three Principles of Service-Learning” by Robert Sigmon was published in the *Synergist* (a journal promoting linking service and learning). Sigmon stressed that service and learning goals were of equal weight, each enhancing the other for all participants. His principles covered both those being served and those who are serving as follows:

- those being served control the services provided
- those being served become better able to serve and be served by their own actions
- those who serve are also the learners and have significant control over what is expected to be learned

These frameworks help to establish criteria for distinguishing service-learning from other kinds of service programs as well as provide a basis for distinguishing the different types of service-oriented experiential education programs (e.g. school volunteer, community service, field education and internship programs).

During the 1980s, some academic studies suggested that the traditional engineering curriculum should allow students to explore and gain a better understanding of the social context in order to achieve a more balanced development of professional and interpersonal skills. In the Wingspread Conference 1989, ten principles of “Good Practice in Service-Learning” were produced by over 70 organizations.

With the establishment of the Office of National Service and the announcement of the National and Community Service Act in the 1990s, “service learning” had become progressively institutionalized at a national level.

In 1994, the Michigan Journal for Community Service-Learning (MJCSL) was issued to promote Service-Learning in tertiary education by publishing academic papers on theory,

practice, method as well as relevant research. The significance of the MJCSL gave Service-Learning an academic legitimacy and offered a better understanding of it for both teaching staff and students.

The first National Gathering on Service-Learning was held in 1995 through the collaboration of the Invisible College, the Campus Compact, and the Feinstein Institute for Public Service. Meanwhile, with the support of the University of Colorado Peace Studies Center, service-learning networks expanded to the internet. People could now easily obtain the related information everywhere.

Service-Learning has been developed at a worldwide level since the new millennium. The first international conference on Service-Learning Research was organized in Berkeley. Around 350 researchers presented their updated findings and shared their experience. This no doubt provided an invaluable opportunity for cultural exchange on Service-Learning.

Today, Service-Learning plays a key role in the American education system. In recent years, more and more countries have begun to adopt this teaching approach in order to provide an all-round education for the next generation. It is anticipated that more research on Service-Learning will be conducted and that it will become a popular pedagogy.

Source: <http://en.wikipedia.org/wiki/Service-learning>

Annotated History of Service Learning (1862-2002)

2.2 What is Service-Learning?

Service-Learning combines rigorous academic study with voluntary community service. The service performed by students illustrates and reinforces their academic study through the process of critical thought and self-reflection. Service-Learning involves a constant interaction among different stakeholders, including program coordinators, students, relevant service agencies, course instructors and service targets. They are doing the Service-Learning based on three important philosophical bases:

- (i) Society is best built with helping each other
- (ii) Serving others to serve ourselves
- (iii) Service to learn and learn to service

The service performed may involve a wide range of activities, including knowledge delivery, community development, tackling social or environmental issues, or any activities that contribute to the well-being of individuals and communities.

The academic study may focus on a wide range of university disciplines, including humanities, business administration, social science and other majors. The service activities are carried out by students on a voluntary basis with close cooperation among different stakeholders. Unlike field studies or internships, Service-Learning requires the active participation of students and it imparts the critical elements of reflection and analysis.

Service-Learning is distinct from what has been referred to as “community service” in two significant ways. Firstly, Service-Learning requires students to have some understanding of the overall mission, structure and governance of the scheme. In addition, students are expected to take an active role in serving the community and possibly gain an appreciation from other sectors. Secondly, there is a co-operative relationship whereby students learn from the social service agencies and service targets within the community and, in turn, students aid the needs of the service targets.

2.3 Service-Learning in Practice

An increasing number of universities and colleges around the world have been incorporating the concept of Service-Learning into their modes of study. These programs are not conforming to one established model; instead they are being adapted to best meet the specific educational needs of each institution and have great flexibility in operation.

While there is no particular pattern for these programs, Service-Learning is often carried out at the departmental level as an elective course. This may include an element of Service-Learning as part of the requirements for a given course. However, Service-Learning may also be carried out on an inter-disciplinary basis or even as a mode of independent study.

The establishment of the Office of Service-Learning (OSL) at Lingnan University offers a real-life opportunity for students to apply the knowledge and skills that they have gained from course work into the community, and to integrate useful knowledge into practice. Students' personal growth, self-fulfillment and satisfaction are expected to be enhanced after joining the service-learning program. Lingnan University has pioneered Service-Learning in partnership with the Student Services Center (SSC) through a wide range of projects, including Project X, the LOVE Project, Lingnan Angels, and Research Internship Program before 2004. All of these have been designed to develop students' motivation and cultivate their life skills through actively assisting individuals in need, including the elderly, high-risk youth, ethnic minorities, migrant workers and people with specific medical demand.

2.4 Principles of Good Practice

The best-designed and executed Service-Learning scheme ensures that:

- (i) There is reciprocity between the social service agency supervisors, course instructors, service targets, program coordinators and students from Lingnan University; their relationships are based on mutual respect and trust.
- (ii) The learning is rigorous, sound and appropriate to the needs and academic level of the students involved. Any studies undertaken do not entail unfounded assumptions or foregone conclusions; instead the program of study is based on the spirit of academic inquiry and exposes students to a wide range of viewpoints. Students are encouraged to critically examine any theories or viewpoints in the light of their own service experience.
- (iii) The service is truly beneficial to the service target and the agency. The type of service activity performed, the amount of time spent and the quality of work done, must be of value to the service target.
- (iv) There must be a clear connection between the program of study and the service activity.
- (v) The opportunity for analysis and reflection is given structure and form; for example, students may be required to keep regular entries of their day-to-day service activities in their log sheets.
- (vi) Support services are provided to students in the preparation and execution of the service activity; meaning that students are properly prepared for the activities and that they are given continuous help in terms of advice, and practical matters such as safety and health care.

2.5 What are Service-Learning Programs?

Service-Learning Programs have been implemented for several decades overseas. In the USA, the Alliance for Service-Learning in Education Reform (1993) and National Service-Learning Cooperative (1998) defined Service-Learning as a method that:

- Enables young people to learn and develop through active participation in thoughtfully organized service experiences that meet the community's actual needs and that are coordinated in collaboration with the school and community.
- Is integrated into the young person's academic curriculum or provides structured time for a young person to think, talk, or write about what he/she did and saw during the actual service activity.
- Provides young people with opportunities to use newly acquired academic skills and knowledge in real life situations in their own communities.
- Extends student learning beyond the classroom and into the community and helps to foster the development of a sense of caring for others.

The above definitions are perhaps the most clear and representative of how Service-Learning programs, as a method of teaching, can help enhance the abilities of students. In fulfilling the learning aims of the Service-Learning programs, there are a number of methods of service provision which can be differentiated, using the following categories and examples:

- (i) **Direct Service:** Participants are actively involved in face-to face interaction with recipients of services. For example, participants are involved in weekly tutoring of younger children in reading, making and serving meals at a homeless shelter, or regularly visiting residents of a nursing home. The services can be provided in a wide range of differing ways.
- (ii) **Indirect Service:** Participants do not have direct contact with those who benefit from a service; rather, they provide financial assistance or goods to another individual, group, or agency for delivering the service. For example, persons involved in collecting canned goods for donation to a food bank or homeless shelter, making holiday cards which are then distributed at a nursing home, or collecting toys for a community toy drive.

(ii) ***Advocacy Service:*** Participants do not provide financial aid or goods to the administering individual, group, or agency, nor do they have direct contact with the recipients: rather, they raise the awareness of an existing need or issue by advertising it or by motivating community or individual action. For example, participants create and distribute posters to advertise a community food drive, pass out pamphlets publicizing a local hazardous waste collection, or submit articles to the local newspaper that discuss the benefits of neighborhood recycling programs.

2.6 Theoretical Base of Service-Learning Programs

Experiential learning, a concept developed by John Dewey in 1938, is most often cited by advocates of Service-Learning (Boyer, 1983, 1987b; Clark & Welmers, 1994; Lipka, Beane, & O'Connell, 1985).

According to Carver (1997) and Frankena (1966), experiential learning is based on two principles: the principle of continuity and the principle of interaction. These principles mean that the life/educational experiences and habits of a student influence both the student's current and future educational experiences. Schools must, therefore, provide opportunities for students to apply learning to the community and the world beyond.

According to Carver (1997), Service-Learning addresses “the three major goals of ‘experiential education’: allowing students to become more effective change agents, developing students’ sense of belonging in the communities of which they are members, and developing student competence” (p.143).

Although Service-Learning or community service, as it is also called, had its theoretical basis in experiential learning, its early proponents can be found as far back as the 1920s. According to Carver (1997), early advocates of Service-Learning (Hatch, 1923; Rugg, 1923) believed it to be a way to cultivate democracy through civic education. Although Service-Learning continues to be used to advance political and social goals (Lipka et al., 1985), it has also been used to promote experience-based academic and affective learning (Boyer, 1983; Clark & Clark, 1994; Hanna, 1937; Kilpatrick, 1918; Kinsley & McPherson, 1995).

For educators in the 1980s and 1990s, the publications that have had the greatest impact on Service-Learning are: Boyer's (1983) *High School: A Report on Secondary Education*; Boyer's (1987b) article “*Service: Linking School to Life*”; Boyer's (1987b) foreword in Harrison's *Student Service: The New Carnegie Unit*; and the Carnegie Corporation's (1989) report, *Turning Points: Preparing American Youth for the 21st Century* (1989).

Boyer (1983, 1987a) recommended that a new Carnegie unit for completion of service be added as part of the high school graduation requirement and provided a framework for its implementation. Boyer (1987a) also suggested that “such a service program [the new

Carnegie unit] would tap an enormous source of talent, let young people know they are needed, help students see a connection between what they learn and how they live” (p. 7).

The Carnegie Foundation (1989) unequivocally stated that “every middle grade school should include youth service - supervised activity helping others in the community or school in its core instructional program” (p. 45).

Experimental Learning Theory (ELT) was used to guide the overall design and implementation of Lingnan University’s SLRS. The essence of experiential learning is to facilitate a reciprocal relationship between practice and learning in which the practice strengthens and reinforces the learning, while the learnt knowledge and skills also reinforce and strengthen the practice (Kolb, 1984; Sheckley & Keetom, 1997).

Figure 1 shows the four-stage model of experiential learning. A learner has to gain concrete experience at first, then by constant reflection and observation the learner internalizes the learnt experience into an abstract conceptualization. The learner then transforms and generalizes the concepts into knowledge and finally applies it in a similar situation and makes modifications if necessary. The learning, therefore, begins and ends with real life experiences and will continue throughout life. These four stages explain the process through which the learner will have acquired the new knowledge and skills. ELT can illustrate that learning is best when beginning with real experience. So, it is assumed that through unfamiliar life events one is more capable of reflecting on what meanings have been observed in life, thus making abstract concepts easier to understand and apply. The ultimate assurance for successful knowledge internalization is of course to actually experience it in real life.

In addition, three implications of experiential learning can be addressed in the model. Firstly, learning is best conceived of as a process focusing on personal growth in terms of knowledge, communication skills and self-competence, instead of only academic results or performance. Secondly, ideas are not fixed and immutable elements of thought but are formed, re-formed and transformed through experience. Thirdly, learning is a continuous process grounded in experience (Kolb, 1984), where experience is vital in guiding the learning process.

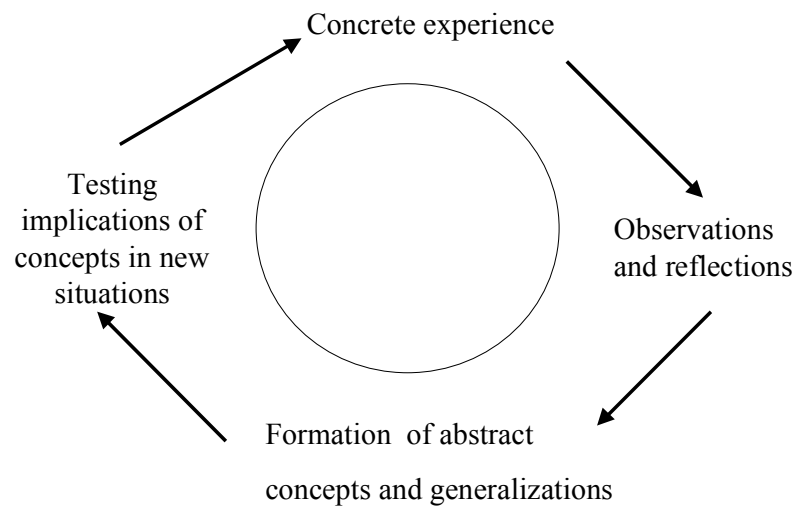


Figure 1 The Experiential Learning Model

2.7 Methods of Assessment of Service-Learning Programs

A number of studies have been conducted in order to review the evaluation process of service learning programs. Kezar (2002) mentioned some of the most wide-ranging and comprehensive ways of evaluating models in Service-Learning programs which have begun to show the full range of outcomes. The most comprehensive model in the community Service-Learning field is Andrew Furco's Evaluation System for Experiential Education (ESEE). The process includes a pre-test and post-test survey instrument; journal questions; focus group interviews with students and faculty; content analysis of student work such as papers, portfolios, and presentations; a student placement questionnaire; teachers' program goals and objectives; classroom site visits and observations; and formal and informal meetings with administrators. This grand design approach involves developing an instrument for Service-Learning that is broad, including all possible outcomes.

There are many other methods to evaluate the outcomes of the Service-Learning programs, including Portland State University's methods which include interviews (with protocols), journals, syllabus analysis, surveys, classroom observation, and focus groups. Another example is Miami-Dade Community College. They conducted in-depth interviews with students, faculty administrators, and community agencies in order to examine the impact of the experience on all these different groups. Interviews and focus groups are becoming more common for identifying outcomes (Kezar, 2002).

Assessment is necessary to determine the effectiveness of the work in Service-Learning. Faculty members need it in order to continually improve instruction. University administrators need it to justify the use of institutional resources on Service-Learning. Assessment lets students see how they are performing so they can develop an identity of themselves as both learners and citizens. Finally, social service agency supervisors need assessment to provide a clear picture of themselves as stakeholders with students, faculty members and universities.

Driscoll et al. (1996) have provided a comprehensive framework for thinking about assessment in service learning. In their study, they demonstrated that grades are not the only means of assessing students. Rather, they made it clear that assessment must fall on all who are involved and are participating in the Service-Learning programs.

The traditional target of assessments, the students, is part of the process, but only a part. Many aspects of student performance other than the learning of course concepts can and often should be assessed. For instance, the influence of the Service-Learning experience on students' career choices, on their sensitivity to diversity and on their development of communication skills can also be assessed.

Service-Learning is reciprocal, as mentioned beforehand, like any other complex communication event. Thus the effects of the Service-Learning experience on those who employ, organize, direct or otherwise guide it cannot be ignored, e.g. faculty members are also affected by Service-Learning. Their awareness of the community can be assessed through their professional development and their philosophy of teaching and learning.

The university is also affected by Service-Learning. For example, one can assess the image of the institution within the community after implementing Service-Learning programs, its role in the community and the manner in which it deploys resources to support Service-Learning programs.

Last but not least, one can assess the effects of Service-Learning on the community in which the students may find themselves working. For instance, one may assess the economic and social benefits of Service-Learning activities to a community, the establishment of university-community partnerships and the effectiveness of community service agencies.

Therefore, assessment is complex because Service-Learning is a complex process that involves not just students and faculty, but also the university that offers the Service-Learning courses and the community in which Service-Learning is being provided. Service-Learning has important effects on all four aspects of the process and they can and should be measured.

A comprehensive assessment model was developed at Lingnan University based on the experience from overseas programs. This model for assessing Service-Learning as used by SLRS is based on a goal-variable-indicator-method design, including:

- ***Goal:*** what do we know?
- ***Variable:*** what will we look for?
- ***Indicator:*** what will be measured?
- ***Method:*** how will it be measured?

2.8 Outcome Indicators of Service-Learning Programs

Service-Learning is a form of active learning that involves service to one's community. A variety of programs are termed "Service-Learning", ranging from day-long service projects to well-integrated programs where students spend multiple semesters in a connected series of courses linked to projects in the community (Eyler & Giles 1999). Service-Learning Programs that emphasize providing services to the community may not necessarily focus on educational outcomes of students (the outcomes that relate to the nature of the subject that is studied). Some programs do place primary emphasis on academic learning, and others place equal weight on the two components of service and learning. As Service-Learning research has developed, more experts are arguing that Service-Learning activities should be integrated into course objectives (Howard 1998; Weigert 1998; Eyler & Giles 1999). This approach is supported by Astin et al. (2000) who found that students are more likely to achieve desired outcomes when service is performed as part of a course, rather than as a separate volunteer activity.

Educators have identified diverse student outcomes for Service Learning Programs (e.g. Driscoll et al. 1996; Kahne & Westheimer 1996; Howard 1998; Weigert 1998; Eyler & Giles 1999). Lingnan University's SLRS pilot has also attempted to incorporate these outcomes into a Lingnan model of Service-Learning.

In the age of the "new economy", success depends on not only science and technology but also innovative capabilities. The educational aims of Lingnan University are to equip students with the "ABC" of a liberal arts education, namely, Adaptability, Brainpower, and Creativity. These are exactly the qualities that the "new economy" requires. Liberal arts education at Lingnan aims at cultivating such timeless qualities through its whole-person development programs.

Based on the review of the learning outcomes of Service-Learning programs as well as the advocated ABC Model of Lingnan University, the outcome indicators developed for the SLRS are primarily drawn from the following six dimensions, using a range of data sources:

- **Subject-Related Knowledge** – an understanding of the concepts and knowledge taught on the course.
- **Communication Skills** – the ability to express ideas clearly and to listen to the ideas of others.
- **Organizational Skills** – the ability to put something into working order and arrange parts and people into an efficient system.
- **Social Competence** – the skills necessary to be accepted and fulfilled socially, including interpersonal relations, self-confidence and social skills.
- **Problem-Solving Skills** – the ability to recognize the core of problems and to solve problems effectively.
- **Research Skills** – the ability to search relevant literature, to understand types of research methods and to collect and analyze data.

(a) Subject-Related Knowledge

In terms of outcome indicators, much of the research on course-related knowledge and skills has focused on course grades or Grade Point Average (GPA). Several studies have found that there is a positive relationship between Service-Learning and grades. For example, Sugar and Livosky (1988) offered students in a child psychology class a Service-Learning option, which required working two hours per week in day care centers. Service-Learning students earned a bonus of 3 to 5 percent on course grading points when they earned a service project grade of C or better. Almost half the students who elected the Service-Learning option increased their course grade by successfully completing the service project.

Astin et al. (2000) conducted a nation wide, longitudinal study of 22,236 undergraduate college students with various majors. During college, 30 percent of the students participated in diverse types of course-based Service-Learning, 46 percent participated in non-course-based community service, and 24 percent did not participate in any service projects. The researchers included several student and institutional control variables. They found that students who participated in Service-Learning achieved a higher GPA than non Service-Learning students. In addition, GPA was higher for students who participated in course-based Service-Learning than for students who participated only in non course-based community service. Ratings on subject-related knowledge will be given to related parties in order to assess the changes of students after joining the SLRS.

The rationale is that the Service-Learning Program can provide students with a real setting related to their course and this practice in a real environment can in turn reinforce the knowledge and concepts learnt from academic lessons.

(b) *Communication and Organizational Skills*

Communication skills and organizational skills are critical to effective job performance, career advancement and organizational success (Cohen, 1999; Messmer, 1999; Roebuck et al., 1995; Warner, 1995). A plethora of research cites communication skills as a core requirement for managers (Bradshaw, 1992). Previous research has examined relationships between communication skills and employee performance (Roebuck et al., 1995). For example, Scudder and Guinan (1989) reported a relationship between communication competencies and supervisor perceptions of overall subordinate job performance. In particular, oral communication is considered an important competency in hiring decisions (Maes et al., 1997).

Most previous research on the relationship between communication skills and Service-Learning Programs has focused on a business curriculum. Tucker et al. (1998) argued that students' communicating skills can be enhanced by a Service-Learning program as the nature of the program itself utilizes communication skills: students joining the program will inevitably learn how to communicate with other departments, organizations and students. Through a program offering opportunities for students to teach in elementary schools, the participants were required to liaise with different departments and the research found that both self-efficacy and communication skills increased. In the SLRS, students are also required to liaise with different departments, clients and social service agency supervisors in launching their projects. It is expected that their communication skills will increase as a result.

(c) *Social Competence Skills*

Cutforth & Puckett (1999) argued that besides enhancing subject-related knowledge, communication and organizational skills, Service-Learning Programs are being advanced as effective vehicles for preparing young people for active citizenship and promoting growth in self-esteem, interpersonal skills, leadership skills, and personal responsibility. Carrying out physical activity programs provides meaningful Service-Learning experiences for youngsters. The experience improves their self-confidence,

concern for others, intrapersonal and interpersonal skills, problem-solving skills, and enthusiasm for learning.

(d) *Research Skills and Problem-Solving Skills*

A recent survey of over 200 faculties and administrators at 65 American colleges and universities (Oak Ridge Associated Universities, 1993) found that academics hold a strong belief that research experience benefits the education of students and helps them select career goals and future activities. Research skills also help to develop problem-solving and communication skills. Glenwick & Chobot (1991) found that actively involving students (particularly undergraduates who may not pursue graduate training) in community-based research projects, offers them experience in caring constructively for others and establishes critical-thinking, problem-solving and communication skills. It is believed that by integrating research methodology with projects focused on improving the quality of life of others, teachers may nurture in students their personal growth, self-esteem, sense of belonging to a larger community, and empowerment over social ills (Ferrari & Geller, 1994). In the SLRS, there is some basic training on research methodology for students but most of the research skills are expected to be developed by the students themselves through the process of organizing the programs.

How these indicators link up with the outcome of the students learning and the effectiveness of the Service-Learning programs. The next section will describe what we have done on Lingnan Service-Learning model.

SECTION 3: The Lingnan Model of Service-Learning: Overview of the Service-Learning and Research Scheme (SLRS)

3.1 Executive Summary of the SLRS Pilot

3.1.1 Introduction

The Service-Learning and Research Scheme (SLRS), in response to Lingnan's mission "Education for Service", is a pilot program aiding the development of a university-wide protocol for the Service-Learning Programs (SLP) at Lingnan University. It provides practical service learning and integrated teaching approaches for students and course instructors. In the academic year 2004-2005, a total of 199 students from nine courses enrolled in 27 programs in 13 social service agencies, serving more than 2000 people in the community (Table 3.1). The structure of SLRS is divided into three parts: training, programs and evaluation.

Table 3.1 Brief summary of SLRS

Semester	No. of students	Courses	Programs	No. of agency	Service recipients
1 st	115	5	17	10	1096
2 nd	84	4	10	10	955
Total	199	9	27	13²	2051

3.1.2 Training

General and specific training workshops, conducted by professional trainers, were held to facilitate students in community service prior to or in-between practicum. The general training workshops included communication skills, self-discipline and leadership skills. The specific training workshops included research skills, child teaching skills and moral training.

3.1.3 Programs

(i) *Service Learning Programs*

A total of 199 students from nine courses (including Social Sciences, Business and Arts streams), enrolled in 27 programs in 13 social service agencies under three themes, known as Lingnan Health Care Ambassadors (LHCA), Lingnan Community Researchers (LCR) and Lingnan Cross-Cultural Buddies (LCCB).

² Three new agencies participated in the SLRS in the 2nd semester and the total number of agencies is 13.
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LHCA aimed at health education promotion and elderly services. LCR aimed at training students with basic social research skills. LCCB aimed at cultivating cross-cultural and intergenerational communication among students, ethnic minorities and the elderly in the community.

In the first semester, 115 students enrolled in the scheme (77 for LCR, 20 for LHCA and 18 for LCCB) while 84 students enrolled in the second semester (16 for LHCA, 58 for LCR and 10 for LCCB).

(ii) *Notable events*

A total of six notable events were held, such as Tuen Mun All-In-One-Family Multiple Intelligence and SRLS Opening Ceremony cum Carnival. A number of honourable guests were invited, e.g. President Chen and Dr. Lee Tsang Chiu Kwan. These events attracted more than 2,500 participants and a number of journalists.

3.1.4 Evaluation

An evaluation instrument was developed to measure the effectiveness of the SLRS in terms of students' subject-related knowledge, research skills, communication skills, organizational skills, social competence and problem-solving skills in accordance with the "ABCs" of liberal arts education – Adaptability, Brainpower and Creativity. Action research with triangulation methodology was adopted to validate and cross-check the quantitative and qualitative data.

(i) *Students*

Evaluation results indicated that students improved in the six learning domains significantly in particular subject-related knowledge and organization skills. In addition, most students built up their confidence in terms of communication with others and learned how to apply classroom knowledge.

(ii) *Course Instructors*

Course instructors reported that SLRS provided students with valuable opportunities to work in social service agencies; thus they could put classroom knowledge into practice via the local community service practicum.

(iii) Social Service Agency Supervisors

Agency supervisors reported that the students had good working attitudes and commitment during the practicum. The students were able to apply subject-related knowledge to the workplace. The program coordinators found the SLRS provided useful support to the agencies and community.

(iv) Program Coordinators

Program coordinators observed that students were eager to learn and willing to receive comments. They found that students managed to learn effectively through application of theory and knowledge.

3.1.5 Achievements

Approximately 200 students served about 2000 people in the community, including children, elderly, parents, ethnic minorities and mentally handicapped people. In the first semester, the programs served more than 1100 people (408 elderly, 358 children and 330 adults / parents). The ratio of students (92) to service recipients (1096) was approximately 1:12.3. In the second semester, the students (84) served approximately 1000 people (710 elderly, 125 children, 100 parents, 20 mentally handicapped people). The ratio of students to service recipients (955) was 1: 11.4.

3.1.6 Outcomes Comparison between SLRS and Non-SLRS Students

In the first semester, compared to non-SLRS students, in spite of dropping tutorials, SLRS students achieved better academic results, especially in continuous assessment (83.28 versus 69.65), final marks (75.3 versus 66.81). Thus, A-grade students were mostly SLRS students (15 out of 17). In the second semester, SLRS students compared to non-SLRS students, recorded better academic results, in particular continuous assessment (79.52 versus 69.89) and final marks (68.99 versus 65.76). In overall grades, the percent of A-grade students of SLRS mode was higher than that of non-SLRS mode (17% versus 6.9%).

3.1.7. Recommendations and Conclusions of the SLRS Pilot

On the success of the last two semesters of the pilot, it was highly recommended that the SLRS should continue its service in the following academic year. With limited human resources, smaller groups of students would be more favorable in respect to implementation and management. Longer service periods, e.g. up to six months, should

be considered in response to the social service agencies' recommendations. The SLRS demonstrated Lingnan's motto of "Education for Service" and its liberal arts rationale of "ABC" (Adaptability, Brainpower and Creativity). The students were able to learn beyond the lecture room and to apply their knowledge to serving and contributing to the community. The programs influenced the serviced community in that the intergenerational and cross-cultural relations were improved, as was indicated in the feedback from the front line workers of the social service agencies. With the support of adequate resources and the different collaborative parties, it was clear that the SLRS would continue to flourish in the coming academic year.

3.2 Mission and Vision of Lingnan University

Service Learning is a concept that imparts practical meaning to Lingnan University's long-standing motto, "Education for Service". It is a pedagogy that is manifested first and foremost in providing tangible assistance to others, while at the same time involving a reflective element for student participants. Secondly, Service-Learning reflects a whole-person approach to education. It is designed to provide students with a valuable educational tool, while at the same time delivering a meaningful service to individuals. Lingnan University has traditionally stressed both academic excellence and outstanding service. However, these goals cannot be actualized solely within the confines of the 'ivory tower'. Individuals find fulfillment, not in isolation, but rather in a social context, thus Service-Learning seeks to provide a vital link between the University and the community.

The establishment of Lingnan's SLRS offers a real-life opportunity for students to apply the knowledge and skills that they have gained from course work to the community and to integrate useful knowledge into practice. Students' personal growth, self-fulfillment and satisfaction are expected to be enhanced after joining the SLRS

In order to measure the effectiveness of the SLRS, a validated measurement instrument has been developed to measure students' learning outcomes in terms of their subject-related knowledge, communication skills, organizational skills, social competence, problem-solving skills and research skills. Throughout their participation in the SLRS, it is believed both course instructors and social service agencies are able to benefit from the programs: for course instructors, a new and innovative approach to teaching, and for social service agencies, more capacity to support their daily operations. The pilot test in the first year proved that the SLRS could have substantial community impact in terms of enhancing the social solidarity of the community and in turn building up the community standing and contribution of Lingnan University.

In summary, Lingnan's rationale for developing the SLRS is that it:

- promotes Lingnan University's motto "Education for Service"
- provides reciprocal benefits to participants and the community
- produces positive developmental impact on student learning
- enhances learning and teaching efficacy

3.3 Objectives of the SLRS

The primary aim of the SLRS is to provide students with opportunities for learning through providing service. Through participation in voluntary service under the guidance of course instructors and agencies, students are enabled to develop positive attitudes and skills and to integrate their knowledge. The specific objectives of the SLRS are to help students to:

- understand the real environment and situation of the local community.
- experience the spirit of mutual help and develop a sense of commitment to community.
- enhance problem-solving, communication and organizational skills, and social competence.
- apply classroom knowledge to the community.
- implement the rationale of a liberal arts education and the motto of Lingnan University, “Education for Service”.

3.4 General Description of the SLRS

The Service-Learning and Research Scheme (SLRS) is a form of education in which students engage in activities that address human and community needs, together with structured opportunities intentionally designed to promote student learning and development in a real-life environment. Lingnan University's Student Services Center (LUSSC) uses the service-learning mode in over 137 projects, such as the Integrated Learning Program (ILP) and the LOVE Project, in cooperation with Non-Governmental Organizations (NGOs) and the HKSAR government (Refer to ILP brochure, 2004-05 First and Second Term, for details. <http://www.ln.edu.hk/ssc/ilp/>). The APIAS further developed the Service-Learning Program by launching the Research Internship Program (RIP) and the Lingnan Angels Program (LAP). In the first semester of 2004-2005, a new Service Learning and Research Scheme (SLRS) was implemented, mainly funded by the Kwan Fong Charitable Foundation. Three distinctive programs were launched under the SLRS: Lingnan Health Care Ambassadors (LHCA), Lingnan Community Researchers (LCR) and Lingnan Cross-Cultural Buddies (LCCB). These programs were designed to develop student motivation and extend life-skills learning through commitment to voluntary work participation.

The effectiveness of the SLRS was evaluated through multi-data source methods with respect to the students, social services agency supervisors, course instructors and program coordinators from the APIAS. Detailed information on the SLRS evaluation is discussed in Section 6.

3.5 Structure of the SLRS

The structure of the SLRS is divided into three main parts:

- (i) Training
- (ii) Service-Learning Programs
- (iii) Program Evaluation.

3.5.1 Training

There are two kinds of training workshops (general training workshops and specific training workshops) conducted by professional trainers to facilitate students undertaking community service prior to or during their practicum. Students are recommended to go through a series of general training workshops (including leadership skills, organizational skills, communication skills and social competence) and specific training workshops (including social science research skills and service-related skills) applicable to their practicum.

The objectives of the training workshops are to help students:

- (i) Understand the meaning and significance of the service practicum.
- (ii) Acquire essential communication and problem-solving skills prior to the service practicum.
- (iii) Develop greater sensitivity towards those in need.
- (iv) Provide opportunities for students to meet with field supervisors before the service practicum, thereby giving time for students to reflect on their own learning objectives.

In the Lingnan SLRS pilot, for the first semester, the training was carried out between September and November. The details are as follows (Table 3.2).

Table 3.2 General training programs in the 1st semester

No	Date	Hours	Venue	Content	Trainers	No. of students
I. Lingnan Health Care Ambassadors (LHCA)						
1	10 / 10 (Sunday)	4	MBG 22, LU	General training: Communication skills	APIAS	20
2	10 / 10 (Sunday)	4	MBG 22, LU	General training: Self Discipline and Leadership Training I	Hong Kong Red Cross	20
3	30 / 10 (Saturday)	3	AM 110, LU	General training: Self-discipline & leadership training II		17
4	13 / 11 (Saturday)	3	SO 108, LU	General training: Self-discipline & leadership training III		19
II. Lingnan Community Researchers (LCR)						
1	10 / 10 (Sunday)	4	MBG 22, LU	General training: Communication skills	APIAS	52
2	10 / 10 (Sunday)	4	MBG 22, LU	General training: Self Discipline and Leadership Training I	Hong Kong Red Cross	50
3	26/10 (Tuesday)	2	AM 3T3, LU	Specific Training: Research skills training - An Overview on Social Sciences Research Methods & their Application to SLRS (PowerPoint presentation and in-class demonstration)		28 (Except Moral Education Theater)
4	30 / 10 (Saturday)	3	AM 110, LU	General training: Self Discipline and Leadership Training II		24
5	6 / 11 (Saturday)	3	SO 108, LU	General training: Self Discipline and Leadership Training III		34
6	13 / 11 (Saturday)	3	SO 108, LU	General training: Self Discipline and Leadership Training III		8
III. Lingnan Cross-Cultural Buddies						
1	10 Oct. 05 (Sunday)	4	MBG 22, LU	General training: Communication skills	APIAS	15
2	10 Oct. 05 (Sunday)	4	MBG 22, LU	General training: Self Discipline and Leadership Training I	Hong Kong Red Cross	14
3	30 Oct. 05 (Saturday)	3	AM 110, LU	General training: Self-discipline & leadership training II		5
4	13 Nov. 05 (Saturday)	3	SO 108, LU	General training: Self-discipline & leadership training III		15

In addition to the above training, specific training was designed for the moral education theatre to fit its unique setting of kindergarten teaching. The details are as follows:

Table 3.3 Specific training programs in the 1st semester

No.	Date	Hours	Content	Trainers	Students attendance
1.	16 Sept. 04 (Thursday)	3	Behaviour and responsibility, team spirit and social codes	Ms Yuen Fung Ying, Shirley (Professional singer and actress)	13
2.	20 Sept. 05 (Monday)	3	Understanding oneself and parents, character development		
3.	4/10 (Monday)	3	Brain maximization, creativity, role playing and drama skills		
4.	18/10 (Monday)	3	Story making and telling, game leadership		
5.	25/10 (Monday)	3	Stage and body language		

In the second semester, both general and specific training were carried out. The general training was delivered by Dr. Choy Bing Kong on intra & interpersonal skills, self-concept, communication skills and so on (Table 3.4).

Table 3.4 General training programs in the 2nd semester

Date	Time	Venue	Training content	Trainers	Student attendance
30 Jan. 2005	0900-1700	SO102, LU	Intra & interpersonal skills for the workplace, self-concept, self-esteem, team work, self understanding, communication and interaction	Dr. Choy Bing Kong (Program Director, HKU SPACE)	30

In addition to general training, specific training was designed for a creative magic show to fit its unique setting of kindergarten and primary schools (Table 3.5). Magician Mr. Lam Kai Yin taught LU students to perform magic and create balloon animals.

Table 3.5 Specific training programs in the 2nd semester

No.	Date	Hours	Content	Trainers	Student attendance
1.	2/2/05 (Wednesday)	2	Learning Magic	Mr. Lam Kai Yin (Retired Engineer, professional magician)	8
2.	3/2/05 (Thursday)	2			
3.	15/2/05 (Tuesday)	2	Learning balloon twisting		
4.	17/2 (Thursday)	2	Learning Magic		

3.5.2 Service-Learning Programs

Three kinds of Service-Learning Programs have been designed by the SLRS, namely, Lingnan Health Care Ambassadors (LHCA), Lingnan Community Researchers (LCR) and Lingnan Cross-Cultural Buddies (LCCB).

(i) *Lingnan Health Care Ambassadors (LHCA)*

This program aims at promoting health education and elderly care services with agencies within medical care settings. Students are trained as health care ambassadors under the supervision of professional and academic staff in medical settings. The specific objectives are:

- To enhance the psychological and physical health of the community by spreading good health knowledge amongst university students.
- To place university students in hospitals and clinical wards to learn about new developments and knowledge in the health care industry, including health knowledge, basic caring skills and health service management skills.
- To provide fertile and resourceful areas for conducting research in health care settings, particularly for the validation of health care related protocols and longitudinal research that is difficult to carry out in a normal setting.

In the SLRS pilot, students were trained under the supervision of professional and academic staff in Woo Ping Care and attention Home (WPCAH), Yan Chai Hospital Tsz Ching Elderly Home Cum Day Care Unit (YCH) and Senior Citizen Home Safety Association (SCHSA). In the first semester, starting from mid September to late November 2004, LHCA consisted of four sub-programs, known as Clinical Learning (CL), Innovative Expo (IE) and Social Activity (SA) and Life Story Album (LSA) (Table 3.6).

First semester (LHCA):

Twenty students joined this program in the first semester while 16 students joined in the second semester, totalling 36 for 2004-2005. Student service practicum programs were as follows:

- (a) CL students assisted nurses and floor managers in basic clinical duties, such as measuring blood pressure and body temperature. Students also became familiar with the procedures for measuring blood sugar and physiotherapy.
- (b) IE students helped social workers and program workers from the agency to prepare innovative expositions.
- (c) SA students assisted social workers in holding mass programs and regular activities for the elderly, for example, the program called Beautiful Life, which included paper folding, music, dancing and cooking in order to instil positive life values in shy, elderly women suffering from mild dementia and enhance their self-confidence.
- (d) LSA students helped the elderly living in WPCAH to create life story albums. Students interviewed them about their life stories.

Second semester (LHCA):

In the second semester, late January to late April 2004, there were three sub-programs, known as Life Story Album (LSA), Social Activity (SA) and Writing Positive Life (WPL), all centering on the health of the ageing (Table 3.6).

Student service practicum programs were as follows:

- (a) As with the program in the first semester, LSA students helped the elderly living in WPCAH to create life story albums. Students interviewed them about their life stories. For instance, a student adopted the format of a “monopoly” game to represent an elderly person’s life in its different stages - from childhood in mainland China and Hong Kong, to being a farmer, to the Japanese occupation, to workplace experience and to nursing home life.
- (b) SA students initiated mass programs and activities for the elderly. Students learned clinical management skills in a hospital service setting and initiated mass programs and activities for the elderly in WPCAH. For instance, one group organized a health-care drama on the common flu and sessions on cooking rice balls and how to make photo frames. They also organized a visit to the exhibition centre of the Monetary Authority as well as a one-day tour to Flower Exhibition 2005.
- (c) A total of four WPL students worked for Senior Magazine Biweekly of SCHSA. Two of them worked in the marketing department and the other two in the editorial department. They learned to write marketing proposals for commercials and interview senior citizens regarding their life history in WPCAH and reported their stories in the magazine.

Table 3.6 LHCA sub-programs and number of students**1st semester**

I. Lingnan Health Care Ambassadors (LHCA) (Haven of Hope Christian Service)	No. of students
(1) Clinical Learning Program (CL)	4
(2) Innovative Expo Program (IE)	7 ³
(3) Social Activity Program (SA)	11
(4) Life Story Album (LSA)	5
Total	20 (LHCA)

2nd semester

I. Lingnan Health Care Ambassadors (LHCA)	
(1) Life Story Album (LSA)	9
(2) Social Activities: (Yan Chai Hospital Tsz Ching Elderly Home Cum Day Care Unit (YCH))	3
(3) Writing Positive Life (WPL)	4
Total	16 (LHCA)
Total for the whole year	36 (LHCA)

(ii) *Lingnan Community Researchers (LCR)*

This program aims at training students with basic social research skills. Each group is required to design a research project under the guidance of an experienced researcher.

The specific objectives are:

- To increase the awareness of community needs through being a researcher.
- To enhance inter-generational solidarity by providing opportunities for younger and older generations to learn and work with each other.
- To enhance confidence in doing basic needs assessment research by providing practice opportunities, including research design, implementation and evaluation.

In the first semester, mid September to late November 2004, this program comprised of six sub-programs, known as Elderly Storyteller (ES), Happy Family Shopping Day (HFSD), Social Activity (SA), Healthy Cafe (HC), Moral

³ Because the program was on a voluntary basis and these seven students participated in other programs in LHCA, they were excluded from the statistics in order to avoid double calculation.

Education Theatre (MET), Anti-smoking Ambassadors (ASA), and Happy Family Shopping Day Fundraising (Ho Sau Ki School, HFSDf) (see Table 3.7).

First semester (LCR):

There were 77 students participating in this program in the first semester and 58 students in the second semester, accounting for 135 students for the whole year 2004-2005. Student practicum programs were as follows:

- (a) ES students trained nine elderly people to tell stories, such as the Straw Man, to kindergarten children, in order to enhance inter-generational relationships. Through this activity, students acquired and applied knowledge about the needs of older people, skills in communicating with them, and an understanding of their socio-cultural profiles (including issues of filial piety).
- (b) HFSD students set up a booth in Ho Sau Ki School to promote crime prevention through a game. The game required participants to “fish” the methods of combating crime and the price of committing crimes. Approximately 150 items were given to winners as souvenirs. The organization of this activity required students to equip themselves with knowledge about teenage crime and crime against the elderly (such as counterfeit medicine and theft).
- (c) SA students assisted social workers in holding mass programs and regular activities for the elderly. In the Fu Tai Neighbourhood Elderly Centre, for instance, a group of students held three activities: paper flower folding, greeting cards for the elderly and the Elderly Fun Day. The students helped participants teach children how to fold paper flowers for Christmas. The other two activities were related to the celebration of Elderly Day on 22nd of November. One group, with several elderly volunteers, set up a counter at the University a few days before Elderly Day inviting students and staff to make greeting cards. The cards were then used to decorate the centre for Elderly Fun Day. Both the elderly participants and the students had an unforgettable experience on Elderly Day.

- (d) Different groups of HC students made three visits of 1.5 hours each to the Cafe in Tai Tung Pui Social Service Building, which was run by people with learning disabilities with the assistance of nurses. The purpose of the visits was to observe the Café's management and the choice and pricing of goods in order to write business proposals which would expand the market share to include the local community. The objective of the project was to propose remedies for improving the efficiency and effectiveness of TTP on recruiting and maintaining volunteers from four perspectives: expanding community connection, tailor-made services, public relations program and rewarding volunteers.

- (e) MET students promoted moral education and self-discipline in two kindergarten classrooms and helped the students set up a moral theatre and performance tour. They tutored the children in team spirit, language, filial piety, drama, body language, role playing, articulation and social codes. The students and the children performed successfully on Happy Family Shopping Day, with much applause from the audience and a write-up in Sing Tao Newspaper on the 22nd of November 2004 (Appendix III). Students applied group norms and sanctions as a means to deter deviant (e.g. criminal) acts and to maintain good behaviour, including respecting and caring for the elderly.

- (f) ASA students worked with the elderly and college students to introduce the concept of a cigarette-free society. In November, they organized two activities: game booth and presentation. The students made a presentation in Yan Oi Tong Tin Ka Ping Integrated Children and Youth Services Centre. Also, they set up a game booth requiring participants to "fish out" colour cards on which was written the negative impacts of smoking on health. Approximately 150 items were given to winners as souvenirs. The students learned about the concepts of intergeneration solidarity and mutual emotional support in real practice.

- (g) HFSDF students set up a booth to sell toys and colour pencils on Happy Family Shopping Day in Ho Sau Ki School. The students practised team

work and team building in this exercise. In addition to subject learning, this group of business students gained experience in running a real business.

Second semester (LCR)

In the second semester, starting from late January to late April 2005, the program was comprised of five sub-programs, known as Creative Learning Through Magic (CLTM), Business Project (BP), Social Activity (Rehabilitation Centre), Social Activity (Day Care Elderly Centre and Fu Tai Neighbourhood Elderly Centre, NAAC) (SAFT) (Table 3.7). Student practicum programs were as follows:

- (a) CLTM students helped kindergarten pupils develop self-identity and confidence. They also taught them about filial piety and respect for their elders through magic shows and balloon animals. A total of six itinerary shows were held in Lui Kwok Pat Fong Kindergarten, Creative Kindergarten & Ho Sau Ki School, two shows for each school, from late February to early April. Furthermore, students explored education issues during the practicum. For instance, one group looked into new teaching modes, known as creative teaching and project learning. Creative teaching aims to create an open and flexible learning environment for students, while project learning aims to facilitate students' independent learning capabilities and interpersonal relations. The group compared the new teaching modes with the conventional teaching modes through being teaching assistants.
- (b) BP students, all from a Business course, applying their business knowledge learned in lectures, wrote business proposals in a social service setting. For instance, a group proposed remedies for improving the efficiency and effectiveness of TTP (Trusted Third Party) on recruiting and maintaining volunteers from four perspectives, known as expanding community connection, tailor-made services, public relations programs and rewarding volunteers.

- (c) SARC students assisted social workers in holding mass programs and regular activities for persons with learning disabilities. For instance, students taught them to make and bake cookies. The students arranged an excursion to a park and taught them to ask passers-by for tissues and to ask fast-food restaurant staff for straws. They picked withered leaves to make flags.
- (d) SADEC assisted the workers in making posters, decorating the activity room, taking stock and organizing New Year activities. Additionally, the students taught the elderly how to use digital cameras, pocket PCs, memory sticks (superdisk) and introduced senior citizen cards to them.
- (e) SAFT students organized activities at the centre and in the community. One of the two groups initiated senior citizen card promotions at the centre and in the community. The students created questionnaires in order to understand the demand for service and asked companies to join either by face-to-face enquiries or letters. By organizing a public board exhibition and seminar, they tried to make people aware of the promotion. At the centre and the public board exhibition, they helped senior citizens apply for the card, e.g. filling out application forms and taking photos. The students succeeded in getting more than 10 companies to join, including restaurants, pharmacies and clinics, and to provide a senior citizen discount. A total of eight elderly citizens applied for the card.

Table 3.7 LCR sub-programs and number of students**1st semester**

II. Lingnan Community Researchers (LCR) (Collaborative agencies)	No. of Student(s)
(1) Elderly Storyteller (Lui Lwok Pat Fong Kindergarten & Creative Kindergarten) (ES)	1
(2) Happy Family Shopping Day (Ho Sau Ki School) (HFSD)	4
(3) Social Activity (Tai Tung Pui Social Service Building – Rehabilitation Centre) (SA)	5
(4) Social Activity (Tai Tung Pui Social Service Building - Day Care Elderly Centre) (SA)	7
(5) Healthy Cafe (Tai Tung Pui Social Service Building) (HC)	23
(6) Social Activity (The Neighbourhood Advice-Action Council, Fu Tai Neighbourhood Elderly Centre) (SA)	9
(7) Social Activity (The Neighbourhood Advice-Action Council, Tuen Mun District Integrated Services Centre for the Elderly (Shan King) (SA)	4
(8) Moral Education Theatre (Lui Lwok Pat Fong Kindergarten & Creative Kindergarten) (MET)	13
(9) Anti-Smoking Ambassadors (Ho Sau Ki School & Yan Oi Tong) (ASA)	4
(10) Happy Family Shopping Day Fundraising (Ho Sau Ki School) (HFSD)	7
Total	77 (LCR)

2nd semester

II. Lingnan Community Researchers (LCR)	No. of Students
(1) Creative learning through magic (CLTM)	8
(2) Business Project (Tai Tung Pui) (BP)	28
(3) Social Activity (Rehabilitation Centre) (SARC)	4
(4) Social Activity (Day Care Elderly Centre) (SADCEC)	8
(5) Social Activity (Fu Tai Neighbourhood Elderly Centre, The Neighbourhood Advice-Action Council, NAAC) (SAFT)	10
Total	58 (LCR)
Total for the whole year	135 (LCR)

(iii) Lingnan Cross-Cultural Buddies (LCB)

This program focuses on building up friendships between university students and non-local (English-speaking) children and elderly residents. Students are scheduled to visit these people regularly at their own homes or nursing homes. Students are also assigned to work with older persons to construct their life histories in the form of a VCD, a book or a life album. Students are given opportunities to launch various projects for non-local residents.

The specific objectives are:

- To facilitate the integration of students and non-local older persons, thereby promoting social integration and enlargement of their support networks in the community.
- To expose students to the life history of older persons outside the local Hong Kong culture.
- To cultivate intergenerational communication through partnerships between students and older persons.

In the SLRS pilot, the students engaged in service practicum from three agencies starting in mid-September.

First semester (LCB):

In the first semester, beginning from mid September to late November 2004, 18 students were put into three organizations, namely Chi Ching Primary School (CCPS), Ng Wo Public Primary School (NWPPS) and Chomolongma Multicultural Community Centre (CMCC) (Table 3.8). Lingnan students helped the primary students with their homework, taught them about Chinese culture and played with them. CMCC students helped the staff teach Cantonese and written Chinese to non-Chinese speaking people, e.g. newly-arrived immigrants. As students needed to use English as their communication platform, their spoken English ability was enhanced.

Second semester (LCB):

In the second semester, beginning from late January to late April 2005, ten students engaged in Chi Ching Primary School (CCPS) and Happy Farming Scheme (HFS) (Table 3.8). CCPS students organized mass games and programs for the pupils, mainly from South-east Asian countries, for example writing New Year Greetings on red leaflets using Chinese paint-brushes, magic demonstrations and teaching, practical first aid tips, and a Lingnan one-day tour. In this program, they explored the Hong Kong education system for minority groups for academic and service incorporation. HFS students promoted intergenerational communication, in particular between LU students and elder people, through farming and gardening. This program was aimed at encouraging the elderly to engage in community outdoor activities, to enhance physical and

spiritual health, and to foster a greater understanding of environmental protection. Besides, the farm provided the SLRS students with a relaxing platform for leisure and reflection.

Table 3.8 LCCB sub-programs and number of students

1st semester

III. Lingnan Cross-Cultural Buddies (LCCB)	No. of students
(1) Chi Ching Primary School	8
(2) Ng Wo Public Primary School	5
(3) Chomolongma Multicultural Community Centre – Yuen Long Town Hall	5
Total	18 (LCCB)

2nd semester

III. Lingnan Cross-Cultural Buddies (LCCB)	No. of students
(1) Chi Ching Primary School (CCPS)	5
(2) Happy Farming Scheme (HFS)	5
Total	10 (LCCB)
Total for the whole year	28 (LCCB)

(iv) Notable Events

In the last two semesters of the SLRS Pilot, a total of seven notable events were held to promote the rationale and motto of SLRS (see Table 3.9). These events attracted between a few hundred and over a thousand participants from the local community, a total of more than 2,500 people. Lingnan has gained substantial recognition for delivering a liberal arts education through these events. The SLRS students participated in these events as co-organizers (with APIAS and other partnership agencies), presenters, masters of ceremonies and receptionists. Newspapers, in both Chinese and English, also reported positively on these events. The details of each of the notable events are as follows:

Table 3.9 List of notable events

Date	Events
4 July 04	Tuen Mun All-In-One-Family Multiple Intelligence and Service Learning and Research Scheme Opening Ceremony cum Carnival
10 Oct 04	Service Learning and Research Scheme Orientation and Opening Ceremony
3 Nov 04	Oxfam Life Endurance Sharing with Miss Liu Hai-ruo – Oxfam Trail Walker 2004
21 Nov 04	Tuen Mun All-In-One-Family: Happy Family Shopping Day Opening Ceremony
20 Feb 05	Opening ceremony of Happy Farming Scheme
20-24 April 05	International Cultural Exchange Program (Exploring Xian: History and Culture 2005)

(1) Tuen Mun All-In-One-Family Multiple Intelligence and Service Learning and Research Scheme (SLRS) Opening Ceremony cum Carnival.

- a. Date: 4 July 04 (Sun)
- b. Time: 11:00am-12:30pm to 3:00pm-5:00pm
- c. Event objectives:
 - i. to enhance intergeneration communication
 - ii. to broaden neighbourhood networks and relationships
 - iii. to introduce the Service Learning and Research Scheme (SLRS) to the Tuen Mun residents
 - iv. to provide various activities to the community
- d. The event was comprised of two programs: the musical and dance performance and the carnival.
- e. A press release was distributed in advance of the event.
- f. The musical and dance performance
 - i. Time: 2:30pm to 5:00pm
 - ii. Venue: Chan Tak Tai Auditorium, Lingnan University
 - iii. Over 1,000 persons participated in the function
 - iv. Over 100 persons volunteered
 - v. The event was reported by South China Morning Post in an Education feature on the 10th July 2004.
 - vi. Honourable guests included:
 - 1) Prof. Chan Tsang Sing, Associate Vice-President and Academic Dean (Business Studies)
 - 2) Mr. Tam Yiu Chung GBS, JP, Chairman of Hong Kong Elderly Commission
 - 3) Dr. Lee Tsang Chiu Kwan, Founder of Kwan Fong Charitable Fund

- 4) Mr. Poon Chin Hing, Chairman of Tuen Mun Youths Association
 - 5) Mr. Stephen Chung, JP, Tuen Mun District Officer
 - 6) Mr. Leung Kin Man, MH, Vice Chairman of Tuen Mun District Council
- vii. Collaborative parties included:
- 1) Creative Kindergarten (Tuen Mun)
 - 2) S.R.B.C.E.P.S.A Ho Sau Ki School
 - 3) Stewards Ma Kam Ming Charitable Foundation Ma Ko Pan Memorial College
 - 4) Baptist Lui Kwok Pat Fong Kindergarten.
- viii. Invited parties included:
- 5) New Life Psychiatric Rehabilitation Association – New Life Jubilee Hostel
 - 6) The Neighbourhood Advice-Action Council – Tuen Mun District Integrated Service Centre for the Elderly
- g. The carnival: game booths
- i. Time: 11:00am to 1:00pm and 3:00pm to 5:30pm
 - ii. Venue: G/F, General Education Building, Social Science Building and Leung Kau Kui Building, Lingnan University
 - iii. 13 booths were set up, e.g. Lingnan Tour by APIAS and Calligraphy by Ma Ko Pan Memorial College
 - iv. Over 1,000 persons participated in the function (2,400 game tickets were distributed to secondary schools, primary schools, kindergartens, elderly centres and the general public in Tuen Mun)
 - v. 20 persons from the Parent-Teacher Association volunteered
 - vi. Collaborative parties were the same as the musical and dance performance
 - vii. Invited parties included:
 - 1) Auxiliary Medical Service
 - 2) Philippine International School
 - 3) Tai San Enterprise & Trading Company
 - viii. Sponsorship included:
 - 1) District Sing Pao
 - 2) LingHin (Lingnan Canteen)
 - 3) Tai San Enterprise & Trading Company
 - 4) Vita
 - 5) Man Tin Tea Co. Ltd.

(2) Service Learning and Research Scheme Orientation and Opening Ceremony

- a. Date: 10 Oct. 04 (Sun)
- b. Time: 10:00am to 5:00pm
- c. Venue: GEG01
- d. Event objectives:
 - i. to provide the SLRS students with general training
 - ii. to present Lingnan Angels Awards
- e. Training included:
 - i. Communication skills by Miss Luk Kit Ling
 - ii. Self-discipline & leadership training by the Hong Kong Red Cross
- f. Program events included:
 - i. Around 60 pre-test questionnaires were distributed to students; the questionnaires were developed to evaluate students learning efficacy and outcomes over time through participating in the SLRS.
 - ii. The first issue of the newsletter, which included passages from the students and collaborative agencies on the expectation of the programs, were distributed to the students.
 - iii. Student kits, which comprised SLRS application forms, agreement forms, privacy and personal data protection and participant privacy consent forms, student's attendance records, log sheets, mid-term self-evaluation reports, final self-evaluation reports, and training schedules, were distributed to the students.

(3) Oxfam Life Endurance Sharing – Oxfam Trail Walker 2004

- a. Date: 3 Nov. 04 (Wed)
- b. Time: 2:30pm-4:00pm
- c. Venue: SOG01
- d. The theme: “For the poor we walk a hundred miles, for the future we take steps to cross cultures.”
- e. Event objectives: Life trail walkers shared their experiences with the students on overcoming difficulties.
- f. Honourable guests:
 - i. Miss Tanya Liu, former Phoenix Satellite Television presenter.
 - ii. Mr. Lau, founder of the “Good Heart” volunteering website
 - iii. Mr. Leung, chairman of 1st Step Association for the severely disabled due to

industrial injury

- iv. Members of Women Green Cooperative shop
- v. South-Asian children from Chi Ching Primary School
- g. A press release was distributed in advance.
- h. The event was widely reported in local newspapers, such as Tai Kung Pao, Sing Tao Newspaper and Ming Pao Star on 4th November 2004 (Appendix I).

(4) Tuen Mun All-In-One-Family: Happy Family Shopping Day Opening Ceremony

- a. Date: 21 Nov. 04 (Sun)
- b. Time: 9:30am-1:00pm
- c. Venue: S.R.B.C.E.P.S.A. Ho Sau Ki School
- d. Over 350 people participated in the event.
- e. Event objectives:
 - i. to broaden the neighbourhood network and relationships
 - ii. to enhance youth-and-elderly relationships
 - iii. to provide a pleasant environment for children and their families
- f. Honourable guests:
 - i. Prof. Edward K. Y. Chen, President of Lingnan University
 - ii. Mr. Leung Shiu Keung, Principal Education Officer, Education and Manpower Bureau
 - iii. Dr. Lau Chi-pang, Tuen Mun District Council Member
 - iv. Miss Lo Wing Yin, Senior School Development Officer, Tuen Mun, Education and Manpower Bureau
 - v. Collaborative parties
 - 1) Tin King Estate Baptist Lui Kwok Pat Fong Kindergarten
 - 2) Creative Kindergarten & Day Nursery (Tuen Mun)
 - 3) S.R.B.C.E.P.S.A. Ho Sau Ki School
 - 4) The Neighbourhood Advice-Action Council, Fu Tai Neighbourhood Elderly Centre
 - 5) The Neighbourhood Advice-Action Council, Tuen Mun District Integrated Services Centre for the Elderly (Shan King)
 - 6) Tai Tung Pui Social Service Building - Rehabilitation Centre
 - 7) Tai Tung Pui Social Service Building - Day Care Elderly Centre
 - 8) Chomolongma Multicultural Community Centre

- 9) Haven of Hope Christian Service
 - 10) Ng Wo Public Primary School
 - 11) Chi Ching Primary School
 - 12) The Hong Kong Red Cross
 - 13) Department of Management, Lingnan University
 - 14) Department of Politics and Sociology, Lingnan University
 - 15) Po Leung Kuk Centenary Li Shiu Chung Memorial College
 - 16) The Church of Christ in China Tam Lee Lai Fun Memorial Secondary School
 - 17) Ching Chung Hau Po Woon Secondary School
 - 18) Yuen Long Town Hall
 - 19) CUBC Tin King Estate Tuen Mun Youth Centre
 - 20) Tuen Mun Youth Association
 - 21) Opera Choir of Hong Kong Children Moral Education (EQ)
 - 22) Parents and Teachers Association of Tuen Mun
- g. Over 18 booths were set up in covered and uncovered playgrounds, e.g. Anti-smoking and crime prevention booths run by Lingnan students and handmade souvenir-selling booths run by the Tuen Mun Government Secondary School and Tuen Mun Catholic Secondary School
 - h. The programs included the presentation of the award for the slogan competition (“Clean Hong Kong, Live Healthy”), elderly-and-children storytelling, a dance performance by Moral Education Theatre, a music performance by Naples from Chomolongma Multicultural Community Centre
 - i. A press release was distributed prior to the event.
 - j. The event was reported by Sing Tao Newspaper on 22nd November 2004.

(5) Opening ceremony of Happy Farming Scheme

- a. Date: 20 Feb. 05 (Sun)
- b. Time: 14:00-16:00
- c. Venue: Christian Nationals’ Evangelism Commission (CNEC) Good Tidings Church, Shun Fung Wai, Lam Ti, Tuen Mun
- d. Number of participants: approximately 100
- e. Event objectives:
 - i. to promote intergenerational communication through farming and gardening

- f. Officiating host:
 - i. Prof. Alfred Chan Cheung-ming, Director of APIAS
- g. Officiating guests:
 - i. Mr. Lam Ka-lun, Chairman of Chairman of Deacons Board of Christian Nationals' Evangelism Commission (CNEC) Good Tiding Church
 - ii. Ms. Jenny Tik Man Siu-ling, Regional Supervisor (Tuen Mun District), Evangelical Lutheran Church of Hong Kong (ELCHK), Tuen Mun Integrated Elderly Service
- h. Guests:
 - i. Dr. Lau Chi-pang, Tuen Mun District Council Member
 - ii. Ms. Stella Chong, Education Officer, Produce Green Foundation
- i. Advisor:
 - i. Mr. Chau Ka Keung, Farming advisor
- j. Activities:
 - i. Bible reading and pray, by CNEC
 - ii. Speech and sharing by Prof. Chan, Mr. Lam, an elder volunteer and the APIAS person-in-charge, Mr. Eric Wong
 - iii. A lion dance was performance by Lingnan's Lion dance team.
 - iv. Award of appreciation presentation to volunteers
 - v. Carving of roasted pig ceremony
 - vi. Groundbreaking ceremony
 - vii. Brief talk on suggestive solution to tackle *Solenopsis invicta* (紅火蟻) by Mr. Chau Ka Keung

(6) International Cultural Exchange Program (Exploring Xian: History and Culture 2005)

- a. Date: 20-24 April 05
- b. Destination: Xian, China
- c. Event Objectives:
 - i. To encourage international cultural exchanges
 - ii. To explore the cultural exchange between China, the Middle East and the Far East
 - iii. To explore the history and culture of Xian since Qin Dynasty
 - iv. To explore Xian's higher education life

- v. To understand current ageing issues in China
- vi. To enhance intergenerational communication through travelling and service
- vii. To promote Liberal Arts Education
- d. Travelling attractions:
 - i. Xi'an Jiaotong University, Museum of Qin Terra Cotta Warriors and Horses, Mausoleum of Emperor Qin Shi Huang, Huaqing Hot Springs, Big Goose Pagoda (Dayanta), Small Goose Pagoda (Xiaoyanta), Shaanxi History Museum, Xian City Wall, Xian Forest of Stone Steles Museum, Bell Tower, Drum Tower, Qianling Mausoleum, Famen Temple etc.
- e. Participants:
 - i. SLRS students, APIAS staff, SAGE staff, Australians (Odyssey Travel), a professor and Masters Degree candidate of Renmin University of China and older people of Hong Kong.
 - i. Activities apart from site-seeing:
 - i. To visit and attend a lecture at Xian Jiaotong University;
 - ii. To visit and organize cultural activities in a Xian elderly nursing home.
 - j. The event was widely reported in the press such as Apple Daily, on 19th April 2005, and Wen Wei Pao on 20th April 2005.

3.5.3 Program Evaluation

The effectiveness of the SLRS is evaluated through multi-data sources methods with respect to students, social services agency supervisors, course instructors and program coordinators from the APIAS. Detailed information on the SLRS evaluation is discussed in Section 6.

3.6 Initial Modes of the SLRS: A Foundation for Future Development

3.6.1 General Description of the SLRS Modes:

The SLRS consists of three modes of learning:

- **Mode 1:** Community-based Integrated Learning Program (ILP) Mode
- **Mode 2:** Partially Integrated Course Mode (PICM)
- **Mode 3:** Fully Integrated Course Mode (FICM)

In the Lingnan SLRS pilot, the Student Services Center (SSC) was responsible for the ILP mode (Mode 1). Only one student chose the FICM (Mode 3). The PICM (Mode 2) was included in the pilot analysis (refer to Section 6 for detailed analysis).

Table 3.10 General description of the Awards, Assessments and Expected Learning Outputs / Outcomes of the three learning modes

	Mode 1 Community-based ILP Mode	Mode 2 Partially Integrated Course Mode (PICM)	Mode 3 Fully Integrated Course Mode (FICM)
Award	12 ILP credits	(i) 3 credits <i>or</i> (ii) 3 credits and 6 / 12 ILP credits*	(i) 6 credits <i>or</i> (ii) 6 credits and 12 ILP credits*
	SLRS Certificate		
Assessments	(i) Weekly log sheets (ii) Assignments	(i) Service practicum proposal (ii) Service practicum report	(i) Senior thesis proposal (ii) Senior thesis
Expected Learning Outputs/ Outcomes	(i) Exploration of service-learning values (ii) Participation in community services	(i) Embodiment of service-learning values (ii) Organize a least one community service event	(i) Embodiment of service-learning values (ii) Compiling a report based on student's academic research

*ILP Units were awarded by Lingnan University Student Services Center (SSC) in 2004-2005.

3.6.2 Main Features of the SLRS Modes

The main features were as follows (refer Table 3.10 for summary):

(i) Community-based ILP Mode

Students are awarded ILP credits by providing community services. The number of ILP credits depends on the nature of program.

- **Target:** Designed for all Lingnan undergraduate students who join the Integrated Learning Programs (ILP).
- **Duration:** The three ILP programs organized by the APIAS takes one year normally. Students are required to take part in several training workshops and community service activities assigned by service agencies.
- **Hours of training and services:** 20 hours of training and a minimum of 30 hours of service (refer to ILP brochure 2004-05 for the first and second semester. <http://www.ln.edu.hk/ssc/ilp/>).
- **Student Output:** Weekly log sheets and assignments are required.
- **Evaluation:** Students are required to fulfill the program requirements and complete a self-evaluation questionnaire (before and after completion of programs).

(ii) Partially Integrated Course Mode (PICM)

PICM is a learning mode that combines both lectures and service practicum.

Students are required to submit a service practicum proposal and a report at the end of the program.

- **Target:** Designed for both Year Two and Year Three students.
- **Duration:** Course lasts for one semester and three credits are awarded on completion of each course.
- **Hours of training and service:** 20 hours general training, around 20-30 hours of service practicum is required (refer to ILP brochure 2004-05 for the first and second semester. <http://www.ln.edu.hk/ssc/ilp/>).
- **Students Output:** Service practicum proposal and report were required.
- **Evaluation:** Apart from fulfilling course lecture's requirement, tri-party evaluations by social services agencies, course instructors and students were conducted.

(iii) Fully Integrated Course Mode (FICM)

FICM is a type of community-based service-learning program in which students are required to submit their research proposal and senior thesis.

- **Target:** Designed for Year Three students who want to integrate the experience generated from services and theory into a senior thesis.

- **Duration:** Course lasts for one year and students earn six credits for their senior thesis.
- **Hours of trainings and services:** 30 hours general training and a minimum of 60 hours of service practicum (refer to ILP brochure 2004-05 for the first and second semester. <http://www.ln.edu.hk/ssc/ilp/>).
- **Students Output:** A senior proposal and thesis are required.
- **Evaluation:** Apart from fulfilling course lecture requirements, tri-party evaluations by social services agencies, course instructors and the APIAS staff are conducted.

Table 3.11 Summary of the three modes of the SLRS in 2004-2005

	Mode1	Mode 2	Mode 3
	Community-based ILP Mode	Partially Integrated Course Mode (PICM)	Fully Integrated Course Mode (FICM)
Entry Requirements	Mostly Year 1	Year 2-3	Year 3
Enrolment	APIAS/ SSC	Department	Department
Award	12 ILP credits	3 credits for each course or <i>3 credits and *6 / 12 ILP credits</i>	6 credits for each course or <i>6 credits and *12 ILP credits</i>
	Xian Exchange Tour (held in mid-April 05, only for nominated students in the first semester)		
	SLRS Certificate for both semesters		
	Bonus point for students in SLRS semester presentations		
Duration	One year	One semester	One year
Training	Minimum 20 hours	Minimum 20 hours	Minimum 30 hours (to be discussed with course instructors)
Hours of Service	Minimum 30 hours	20-30 hrs/over 30 hrs	60 hours
Forms of Service Practice	Assigned by social service agencies	(i) One-to-one work/ (ii) Group work/ (iii) Community program	
Field of Study	All disciplines	1st semester: SOC 203: Social Gerontology; SOC 204: Society and Social Change, SOC 330: Crime and Delinquency, HRM 352: Teamwork and Leadership, BUS 301: Strategic Management (for selected course outlines, refer to Appendix 4 and 5)(115 students served) 2nd semester: SOC 327: Social Welfare and Social Problems in Hong Kong, SOC 333: Health, Illness and Behaviour, BUS 301: Strategic Management and CHI 219 Creative Writing in Chinese, Happy Farming Program (for selected course outlines, refer to Appendix 6 and 7) (84 students served)	
Student Output	(i) Weekly log	(i) Service practicum	(i) Research proposal and

	sheets (ii) Assignments	proposal and report	Senior thesis
Supervision	Agency supervisor	Course instructor Agency supervisor	Course instructor Agency supervisor
Agencies	Various NGOs and medical settings	Various NGOs and medical settings	Various NGOs and medical settings
Assessment	(i) Attendance record (ii) Weekly log sheets	(1) Pre-post test questionnaires for students (2) Summative questionnaires for course instructors, social service agency supervisors and program coordinators (3) In-depth interview with social service agency supervisors (4) Attendance record (5) Service practicum proposal and report	(1) Pre-post test questionnaires for students (2) Summative questionnaires for course instructors, social service agency supervisors and program coordinators (3) Social service agencies' evaluation forms (mid-term and final) (4) Course instructors' assessment reports (mid-term and final) (5) Students' self-evaluation reports (mid-term and final) (6) In-depth interview with social service agencies (7) Attendance record (8) Research proposal and senior thesis

* ILP Units will be awarded by Lingnan University Student Services Centre.

The Above three modes have been formed a reference for the future development of Service-Learning programs at Lingnan University.

SECTION 4: Roles and Responsibilities of the Collaborative Parties of the SLRS

4.1 The Key SLRS Stakeholders

The organizational structure of Service-Learning involves four parties, known as:

- (i) Program coordinators**
- (ii) Social service agency supervisors**
- (iii) Course instructors**
- (iv) Students**

The key roles and functions of the working partners are identified as facilitating the students in meeting their learning needs and making effective community contributions through their commitment to the service practicum. The inter-relationships of the parties are:

- *Program coordinators* are responsible for liaising and engaging with all partners to plan and coordinate the students' orientation, training workshops and service practicum.
- *Social service agency supervisors* are expected to liaise closely with course instructors on the students' performance and to provide practicum supervision and training. Service recipients are included under the social service agencies.
- *Course instructors* are responsible for knowledge delivery in the lectures and for keeping close contact with social service agencies on the performance of students in the service practicum.
- *Students* are required to participate in a service practicum in an agency under the supervision and guidance of course instructors and to comply with the agency's policies.

4.2 Role and Responsibilities of the Program Coordinators

4.2.1 General Description of the Program Coordinators

Program coordinators are responsible for planning, liaising and coordinating the service practicum and evaluating the effectiveness and outcome of the SLRS. They are required to liaise with different collaborative parties, to recruit students, to take attendance records and to evaluate student performance. In the case of a small number of students being involved (say below 20), the program coordinators will also act as course instructors. The program coordinators are responsible for the following duties:

- To explore, identify and engage with social service agencies that have potential for matching students' learning needs with available resources in the service area.
- To match the students with social service agencies and course instructors.
- To arrange credit courses with departments and to coordinate related orientation and skills training workshops for students.
- To co-ordinate and monitor the progress of the service practicum.
- To provide guidelines and evaluation of the students' participation and performance in the service practicum.
- To liaise with social service agencies and course instructors so as to optimize partnership working among the involved parties.

Such a role should be taken up by a designated unit either at a program or a university-wide level.

4.2.2 Role of the Program Coordinators

The role covers three main areas:

(i) *Course Orientation*

A major emphasis of the orientation is placed on helping students to understand the meaning and significance of the three modes of learning, namely, the Community-based ILP Mode, the Partially Integrated Course Mode (PICM) and the Fully Integrated Course Mode (FICM). It is expected that through the course orientation delivered by course instructors, students will gain a better understanding of the course implementation and the learning objectives.

Program coordinators are reminded to emphasize the importance of privacy and the disposition of personal data. Guidelines for understanding basic data protection and privacy are available. Students must sign a SLRS Participant Privacy Consent Form prior to their service practicum.

(ii) Coordination of the Training Workshops

Within a series of workshops, the program coordinators are required to liaise with training agencies in order to provide students with the appropriate service provision attitudes and skills. It is hoped that through the students' active participation and 'learning by doing', they will gain confidence and become better equipped for their service practicum.

(iii) Coordination of the Service Practicum

Each student is required to devote a certain number of hours to the service practicum. Program coordinators are required to liaise with various agency settings to provide the best learning environment. Some important features include:

(a) Goal of the service practicum:

The purpose of the service practicum is to offer students an initial exposure to one or more types of social welfare/social problems in Hong Kong. The students are assigned by program coordinators and expected to work as a volunteer during the service practicum. Both the partner agencies and students are expected to benefit.

(b) Selection of social service agencies for the service practicum:

The program coordinators are responsible for ensuring that the social service agencies chosen for the service practicum will provide relevant and suitable learning opportunities for students. Besides the implementation of the service practicum in local areas, overseas opportunities are provided in some cases to help students to develop an international perspective and world vision.

Wherever possible, a student's aptitude, expressed interests and year of study is taken into consideration when allocating field training to students.

Normally, second year students are placed in primary settings, while final year students are placed in service settings that are more demanding.

(c) Forms of Service Practicum:

Program coordinators are required to advise students on suitable forms of service practicum depending on the nature of their course and learning needs. There are three forms of service practicum from which to select.

- One-to-one work
- Group work
- Community programs

4.2.3 Assessment by the Program Coordinators

A summative questionnaire is completed by the program coordinator, identifying any improvements which should be made to the implementation of the SLRS Modes. For details on evaluation of the SLRS, refer to Section 6 of this Manual.

4.3 Role and Responsibilities of the Social Service Agency Supervisors

4.3.1 General Description of the Social Service Agency Supervisors

The main role of social service agency supervisors is to provide students with an appropriate service practicum and professional guidance in accordance with their learning needs. They have a key part to play in facilitating the smooth operation of the SLRS and should create a close partnership with the program coordinators and course instructors in monitoring the quality of the service practicum and evaluating the overall performance of students.

The APIAS invites suitable agencies to provide service outlines for students before the commencement of the service practicum. Interested agencies are required to sign a Service Learning Agreement in order to become a service-learning partner. It is necessary for all parties to follow the guidelines and instructions agreed. Regular feedback and sharing sessions are arranged in order to facilitate the launch of the SLRS.

4.3.2 Role of the Social Service Agency Supervisors

(i) Service and Student Matching

- To study the profiles of the assigned students and to make available a range and depth of learning opportunities in accordance with the students' learning needs.
- To provide professional advice to students when they are making their proposal and working on their service projects.
- To provide necessary support and physical facilities to students (e.g. office space, telephone service, program expenses, and other administrative and logistic support) during their service practicum.

(ii) Agency Orientation

- To provide agency orientation programs aimed at helping students become familiar with agency policy, organization, administration and services within the first four weeks of the service practicum.
- To facilitate students' understanding of the local community and the service targets by referring them to relevant materials and key informants.

(iii) *Service-Learning Agreement*

- To provide professional advice and necessary information to students while they are working on their learning agreement with their course instructors.

(iv) *Records*

Agencies are required to give instructions to students with respect to the privacy of the clients and the agency's general administration. The records could be in written form, video or audio.

(v) *Service Training*

- Agencies are required to provide guidance and training opportunities to students during the service practicum in order to enhance the students' scope of practice experience.
- Individual reflective meetings should be arranged to facilitate the student's service practicum when necessary.

(vi) *Implementation*

It is important for the agency to provide professional guidelines and skills transfer for student learning in planning, implementation and evaluation of the proposed tasks and programs. Agencies are required to work closely with the students.

4.3.3 Assessment by the Social Service Agency Supervisors

Professional feedback and guidance from the service-learning partner is very important for student growth and development. The agencies were required to give feedback on the students on the following aspects in Mode 3:

- Attendance
- Work attitude
- Individual commitment

Additionally, the social service agency supervisors are invited to conduct in-depth interviews and submit a summative questionnaire in both Modes 2 and 3 at the end of the

semester or academic year. For students in Mode 3, agency supervisors are required to submit a mid-term and final evaluation form. For details on evaluation, refer to Section 6 of this Manual.

4.4 Role and Responsibilities of the Course Instructors

4.4.1 General Description of the Course Instructors

The course instructor's core role is to develop a close partnership with program coordinators and service agencies, advise or initiate appropriate training workshops and fulfill the learning needs of students. They are responsible for creating continuous learning opportunities, giving practical advice to students and evaluating the students' overall performance.

4.4.2 Role of the Course Instructors

Course instructors are usually academic staff from participating departments. They are required to provide opportunities to meet the learning needs of students and are expected:

- (i) To create and provide continuous learning opportunities so as to maximize the students' scope of appropriate Service-Learning opportunities and reduce barriers faced by students.
- (ii) To assist students in becoming familiar with the agency's policies, organization, administration and services in order for them to function effectively within the agency context.
- (iii) To identify learning needs and to offer on-going education-oriented supervision to students.
- (iv) To help students develop their abilities and confidence in independent thinking and decision-making, with the goal of students achieving autonomy in practice.
- (v) To provide encouragement, support and advice to students during any difficult and challenging periods within the service practicum.
- (vi) To discuss written evaluations with students and allow room for their suggestions or comments on evaluation reports.
- (vii) To conduct thorough evaluations of the students' overall performance. Course instructors are also responsible for the development of subject-related assessments.

4.4.3 Learning Agreement

It is essential for course instructors to help students identify what they should be learning and how they should develop throughout the Service-Learning Program. Course instructors are required to understand that a learning agreement serves as a tool for self-directed learning for the student, as it is planned by the students according to their own needs, vision and development expectations. As with program coordinators, Course instructors are required to advise students on the forms of service practicum most suited to the nature of their course and learning needs.

4.4.4 Assignments and Assessments of Students

Written work is an essential element of service practicum. When used appropriately, written work is a useful tool to help students reflect on their interventions in a systematic manner and to assist them in bridging the gap between classroom learning and practicum.

(i) Community-based ILP Mode

- Course instructors are required to give regular assignments to students to see what they learnt from the service practicum.

(ii) Partially Integrated Course Mode (PICM)

- Course instructors are required to mark the service practicum proposal drafted by students and give feedback for improvement.
- Course instructors are also required to mark the service practicum report from students and give feedback for improvement.

(iii) Fully Integrated Course Mode (FICM)

- Course instructors are required to mark the research proposal drafted by students and give feedback for improvement.
- Course instructors are also required to mark the senior report from students and give feedback for improvement.

4.4.5 Grading System

Performance of students is graded in both Modes 2 and 3. Grades are awarded according to the grading system of Lingnan University.

Table 4.1 Grading System of Lingnan University

Grade	Standard	Sub-divisions	Grade Points
A	Excellent	A	4.00
		A-	3.67
B	Good	B+	3.33
		B	3.00
		B-	2.67
C	Pass	C+	2.33
		C	2.00
		C-	1.67
D	Failure	D+	1.33
		D	1.00
F	Bad Failure	F	0
ABS	Absent		0
I	Incomplete		0*
M	Merit		No grade point given*
VS	Very Satisfactory		No grade point given*
S	Satisfactory		No grade point given*
U	Unsatisfactory		No grade point given*
PASS/FAIL			No grade point given*

*Not included in the calculation of grade of average.

4.4.6 Appeal Mechanism

There are mechanisms for students to appeal their grades and course instructors should note the procedures for handling an appeal. Review of Grades and Reassessment are governed by the same regulations issued by Lingnan University. The following is some general information relating to appeals:

- (i) A student may appeal to the Registrar for a review of grades or reassessment. The Registrar refers the appeal to the Program Director/Head of Academic Unit concerned, who informs the subject teacher. The Program Director/Head of Academic Unit returns the result of the review to the Registrar, who then informs the student.
- (ii) An appeal for review or reassessment requires a deposit, which is refunded only if the appeal results in an upgrading.
- (iii) Appeals must be made within 5 working days from the release of preliminary examination results.
- (iv) Results of appeals will be determined within 7 working days from when the application was lodged.

(Source: Part VII: Regulations Governing University Examinations p. 273-288, Lingnan University Calendar 2004-2005.)

4.4.7 Assessment by the Course Instructors

Assessment is based on the following six learning domains:

- (i) Subject- related knowledge
- (ii) Communication skills
- (iii) Organizational skills
- (iv) Social competence
- (v) Problem-solving skills
- (vi) Research skills

In addition, course instructors are required to submit the summative questionnaire in both Modes 2 and 3 and mid-term and final assessment report in Mode 3. For details on evaluation, refer to Section 6 of this Manual.

4.5 Role and Responsibilities of the Students

4.5.1 General Description of the Students

The main role of the student is to provide service in social service agencies under the guidance of agency supervisors and course instructors. Students are required to use the subject knowledge learned to get fully involved in the course of the service practicum, to follow the general practice of agencies, to respect service users' privacy and personal information, to attend all mandatory training workshops, orientation and reflection meetings, and to submit all evaluation documents.

This section presents the main duties that students are required to undertake during the Service-Learning Program. Students are required to follow the instructions and policies stipulated by course instructors and service agencies.

4.5.2 Role of the Students

In order for service-learning partnerships to be effective and beneficial for all the parties involved, students are required to observe the following regulations:

- Students are expected to become fully involved in the Service-Learning process and follow course instructors' guidelines in finishing all required work.
- Students are expected to follow the agency's practice with respect to working hours, dress code, and general professional behavior.
- Students must be clear on the use of any confidential information and personal material for learning purposes with the course instructors (refer to Appendix 10).
- Students should respect service users' privacy. If students use any video/audio aids to assist learning, they should obtain the prior consent of the user in written form.

4.5.3 Pre-Practicum Stage

(i) *Orientation*

There were two types of orientation required for all students as follows:

- ***Course Orientation***: This is designed to give students an overview of the community services, medical care settings and the facilities/centers for which they would be working. It includes information concerning

students' obligations and expectations. It also helps students prepare themselves for attending the service practicum physically and psychologically by understanding the values, skills and knowledge required for community service. Students are also required to understand the importance of privacy and disposition of personal data and to sign the relevant consent form.

- **Agency Orientation:** This is an orientation program for students to gain an understanding of the designated service agency. At an early stage of the service practicum, students should have gained a basic understanding of the functions and background of the agency and its role in the community

The objectives of orientation are to enable students:

- (a) To understand the role and responsibilities of students in the Service-Learning process.
- (b) To understand the community service settings.
- (c) To understand the core roles of and expected level of competence of the supervisors, agencies and the APIAS and the assessment mechanism.

(ii) Training Workshops

Students were required to attend training workshops so as to learn and practice appropriate service provision attitudes and skills in medical care and laboratory settings. The objectives of training workshops are to help students:

- (a) To understand the meaning and significance of service practicum.
- (b) To acquire essential communication and problem-solving skills during the service process.
- (c) To develop greater sensitivity towards the service users, for example, residents of hostels, especially those who require health care.
- (d) To meet with field supervisors during agency visits and start identifying their own learning objectives.

4.5.4 Service-Learning Agreement

It is essential for students to identify what they expect to learn and accomplish throughout the Service-Learning Program. The Service-Learning Agreement serves as a tool of self-directed learning, since it is planned according to the student's own needs, vision and development expectations.

4.5.5 Implementation of Community Service

For community service, students will be placed in a work-based agency and asked to perform tasks similar to a general services assistant. A minimum of one and half hours per week will be devoted to supervision and group discussion or the equivalent. The performance of students is mainly assessed by the course instructors. Students are required to complete tasks throughout the service practicum in Modes 2 and 3. Major tasks to be undertaken by students include:

(i) Service Proposal

A proposal for discussion of the task with a course instructor is required prior to beginning work at the agency. Students should pay particular attention to the preparation of the time schedule, budget planning and monitoring. The contents of the proposal are expected to include the following areas:

- (a) Rationale and objectives of the task
- (b) Target service users of the task
- (c) Brief description of the task.
- (d) Theories, methodologies, specific knowledge and skills to be applied
- (e) Tentative plan with proposed intervention
- (f) Time, venue, manpower, budget and resources needed for the task
- (g) Expectations of learning opportunities, objectives and outcomes
- (h) Limitations and solutions, if any
- (i) Evaluation form for obtaining feedback from service users.

(ii) Service Practicum

There are three forms of service practicum available to students, i.e. one-to-one work, group work and community programs.

(iii) Records (Weekly log sheets)

Recording what happened during the given tasks is essential for experiential learning as it provides an opportunity for students to systematically summarize progress and identify the objectives and focus of the sessions, thus encouraging them to analyze the issues and to find appropriate solutions in a structured manner. Students are required to prepare weekly log sheets to reflect on what they have learnt to date.

(iv) Written Work

A student's practicum evaluation report is an important part of the package of self-assessment materials required for the practicum. The report not only provides students an opportunity to review progress in meeting their learning needs, but also allows students to introduce and demonstrate evidence to support their development as volunteers who are integrating theory and action. Learning experience is reviewed on the basis of learning agreements, with accountability evidenced in different forms of records as follows:

(a) Mode 1: Community-based ILP Mode:

Course instructors are required to sign weekly log sheets and assignments, no specific report need to be submitted.

(b) Mode 2: Partially Integrated Course Mode (PICM):

Students are required to submit the service practicum proposal and report.

(c) Mode 3: Fully Integrated Course Mode (FICM):

Students are required to submit the research proposal and senior thesis.

4.6 Assessment of the Students

(i) Student's Self-Evaluation

Students are required to submit pre- and post-test questionnaires in Modes 2 and 3, and mid-term and final self-evaluation reports in Mode 3 in order to show what they have learnt and how they can improve in the future.

(ii) Course Instructor's Evaluation

Course instructors have the authority to decide if students have met their learning needs and make recommendations on their grades. Continuous assessment is based on the evaluation of students through various forms of supervision, mainly undertaken by the course instructors. Students must co-operate with their course instructors during the whole process of supervision.

(iii) Social Service Agency's Assessment

Social service agency supervisors are expected to review the performance of students through completing questionnaires, and mid-term and final evaluation form.

(iv) Program Coordinator's Evaluation

Program coordinators are expected to review the implementation process through completing questionnaires for evaluation.

(v) Overall Assessment Criteria

The overall assessment criteria are based on the following six learning domains:

- (a) Subject-related knowledge
- (b) Communication skills
- (c) Organizational skills
- (d) Social competence
- (e) Problem-solving skills
- (f) Research skills

(vi) Miscellaneous

- ***Failure in the service practicum:*** Students who fail the course must retake it or take a substitute course approved in writing by the department concerned.

- ***Absence from the service practicum:*** Course instructors are required to complete the forms for the notification of student absence from the service practicum.

SECTION 5: Implementation Procedures of the SLRS

This section is a practical guide for interested parties wanting to implement the SLRS. It sets out the essentials for preparing those for undertaking a Service-Learning Program.

5.1 Introduction

5.1.1 Audience

These Implementation Guidelines have been developed primarily for course instructors at Lingnan University who wish to adopt Service-Learning Programs as part of their curriculum. All parties to the SLRS and anyone else interested in organizing Service-Learning Programs in other tertiary institutions and community should also find these Guidelines a useful reference.

5.1.2 Equipping Yourself with a Liberal Arts Philosophy

There are mutual benefits for all parties in Service-Learning who are guided by a liberal arts philosophy, as in Lingnan:

- (i) SLRS enhances learning and teaching efficacy through community-based learning programs, thereby training our students in both academic and community leadership.
- (ii) SLRS establishes a platform for students to serve the community, thereby subscribing to “Education for Service”.
- (iii) SLRS provides an interactive environment for both students and social service agencies to develop life “Adaptability” and communication skills.
- (iv) SLRS develops the “Brainpower” of students through the application of classroom learning to community service, thereby strengthening critical, autonomous and cognitive learning.
- (iv) SLRS, through encouraging innovative service designs, provides an unlimited space for the “Creativity” of students in their learning beyond the classroom.
- (vi) SLRS, through students serving local communities, enhances the community standing and contribution of the University.

5.1.3 What do you need to do in SLRS?

Each interested party is assigned different duties and tasks in the stages of preparation, implementation and evaluation. Table 5.1 shows the details as follows.

Table 5.1 Duties and Tasks of each SLRS Party

Parties	Duties and Tasks
Course instructors	<ol style="list-style-type: none">1. Adapt your course (tutorial or lesson) for SLRS partially or fully (a list of courses running these modes are attached for reference)2. Identify and liaise with the agencies for possible student placement, and get a list of areas for which agencies want students.3. Work out a simple SLRS guideline for students wanting to participate (as if you work on the same for tutorials.4. Integrate SLRS into your course outline.5. Decide a quota for SLRS.6. Inform students on the 1st lecture that the SLRS option is available and they should make their own decision whether to join. A separate briefing and visit to at least one service agency should be arranged for students in the 1st or 2nd week for the term so that students know exactly what it is.7. Finalize the list of practicum, starting with a pre-practicum workshop with 4-5 students involved in a group practicum.8. Monitor student performance.9. Assessment: self-reflective essay, group project and presentation10. Program evaluation questionnaire
Students	<ol style="list-style-type: none">1. Pre-practicum workshop2. Practicum3. Assessment: log sheet, self-reflective essay and group project

	4. Program evaluation: questionnaire, focus group and presentation
Agency supervisors	1. Monitoring practicum 2. Assessment: evaluation form 3. Program evaluation: questionnaire and in-depth interview
Program coordinators	1. Coordination among all parties 2. Organizing orientation and consultation 3. Organizing opening and closing ceremonies 4. Assessment: log sheets 5. Program evaluation: questionnaire

5.1.4 Program Design

The program design of the SLRS is divided into four main parts, known as service practicum, training workshops, assessment and program evaluation.

(i) Service Practicum

Service practicum, the core element of the SLRS, relates to the subjects of the course, e.g. a health care agency for a health care course, a cultural agency for a cultural course.

(ii) Training Workshops

The program coordinators introduce training workshops on the advice from course instructors to equip students with relevant skills and knowledge, such as organizational and communication skills, as well as specific training workshops on social science research and service-related skills run by professionals.

(iii) Assessment

Student performance is assessed by formative and summative methods, e.g. log sheet, practicum group report, reflective essay, and evaluation.

(iv) Program Evaluation

The effectiveness of the SLP is evaluated through multi-data sources methods with respect to teaching departments/units, course instructors, agencies and students.

5.1.5 Organizational Structure

The organizational structure of the SLRS involves four parties, known as course instructors, program coordinators, social service agency supervisors and students.

(i) Course Instructors

The course instructor's core role is to develop a close partnership with program coordinators and service agencies, advise or initiate appropriate training workshops, and fulfill the learning needs of students. Course instructors are responsible for creating constant learning opportunities, giving pragmatic advice to students, and evaluating students' overall performance.

(ii) Program Coordinators

The role of the program coordinator covers three main areas: coordinating program orientation, training workshops and service practicum. The program coordinator is responsible for planning, liaising and coordinating the service practicum and evaluating the effectiveness and outcome of the SLRS. They are required to liaise with different collaborative parties, to recruit students, to take attendance records and to evaluate student performance. In the case of a small number of students involved in the SLRS (say below 20 in 4 groups), the program coordinator will also act as the course instructor.

(iii) Social Service Agency Supervisors

The main role of the social service agency supervisor is to provide students with an appropriate service practicum. The supervisors should provide suitable practicum opportunities and professional guidance in accord with students' learning needs. They should create a close partnership with the program coordinators and course instructors, monitoring the quality of the service practicum and evaluating the overall performance of the students.

(iv) Students

The major role of the student is to provide service in a social service agency under the guidance of the agency supervisor and course instructor. Students are required to use the subject knowledge learned to get fully involved during the course of the service practicum, to follow the general practice of the agency

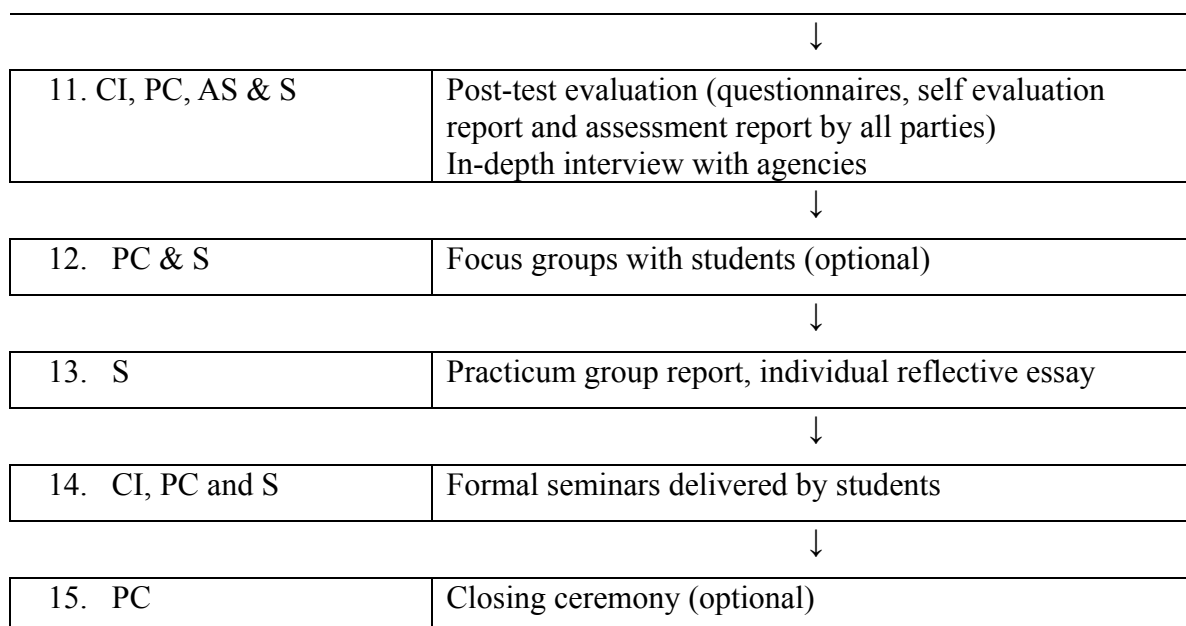
concerned, to respect service users' privacy and personal information, to attend all mandatory training workshops, orientations and reflection meetings, and to submit all evaluation documents.

5.2 Implementation Process

The implementation process involves four major stages: preparation, training, practicum and assessment, intersecting with each other. The following charts shows the implementation procedures and framework:

Table 5.2: Implementation Process

Responsible Parties	Stages
1. Course Instructors (CI), Program Coordinators (PC) & Agency Supervisors (AS)	Identify interested course instructors and agencies
↓	
2. CI & PC	Integrate SLRS into courses, prepare necessary SLRS outline for students Modify pre- and post-test questionnaire for all parties (optional)
↓	
3. CI, PC & Students (S)	1 st lecture: Briefing and recruitment of students Students making tentative choices within 1 st week of term visit to at least one agency 2 nd week of term: finalize SLRS student list and practicum groups
↓	
4. CI & PC	Pre-test questionnaire to be filled out by all parties (optional)
↓	
5. CI / PC	Agency on-site orientation for students
↓	
6. CI / PC	Training workshops
↓	
7. CI, PC & S	Consultation
↓	
8. CI, PC, AS & S	Practicum and supervision
↓	
9. CI, PC & S	Reflective meeting during practicum On-site evaluation (i.e. log sheet)
↓	
10. CI, PC & S	End of practicum Evaluation (reflective) meeting



5.2.1 Preparation Stage

During this stage, ideally three months prior to commencement, course instructors and program coordinators should identify appropriate courses for the community service element to be added to the teaching module. In the meantime, they should also identify and liaise with interested social service agencies that are able to provide student placements and supervision. Through sharing the rationale and objectives of the SLRS, they should also discuss with the agency supervisors the placement arrangement, such as duties and responsibilities, and come to an agreement before the commencement of the SLRS.

Course instructors should modify the course structure by integrating the service practicum either partially or fully into the courses in replacement of tutorials as well as providing students with practicum guidelines. Meanwhile, if necessary, pre and post-test and summative evaluation questionnaires for all parties should be modified by course instructors and program coordinators in accordance with the designated courses.

On the mutual agreement of the involved parties on the course integration and service practicum, course instructors should propose the content details of the SLRS, such as Integrated Learning Program (ILP) units (including training hours and service hours) to the Student Services Centre (SSC) for approval.

A SLRS website could be set up to provide all parties with easy access to the latest SLRS information, e.g. program brief, application form, log sheets, pre- and post-test questionnaires, timeline and participant list. If possible, a UOP (University Orientation Program) booth could be arranged to attract students in late August. Hence, a student kit with all relevant material should be prepared prior to the briefing section in the first class of each course. Followed by a formal introduction to the course structure by course instructors, a briefing section should be arranged and delivered by course instructors and program coordinators in the first lecture.

A student kit (prepared by course instructors and program coordinators), including guidelines, an application form, a list of agencies and practicum groups should be given to the students. Students, therefore, are required to make tentative choices after a visit has been arranged within the first week of the term. In the second week, a list of practicum groups should be finalized. In case an outcomes evaluation is necessary, pre-test questionnaires for students should be completed and returned to program coordinators within the second week of the term.

5.2.2 Practicum Stage

(i) Training workshops

Training workshops, i.e. general and specific training workshops, should be held to equip the students with proper skills by course instructors, program coordinators or other professional trainers. For instance, communication skills (both interpersonal and intergenerational), self-discipline and leadership skills are the core skills that all participants should possess and demonstrate in an effective way during the practicum. The specific training workshops, whenever necessary, should provide students with specialized skills for designated tasks, such as child education skills and magic skills. For convenience, workshops could take place after school on weekdays or weekends at Lingnan University. Half or whole day training for weekend workshops is recommended.

(ii) On-site Orientation

Before beginning the practicum, it is necessary to familiarize the students with the context of agencies. Course instructors or program coordinators should

arrange on-site orientation for students at their agencies and meet with their agency supervisors and clientele at least one week before the commencement day.

(iii) Consultation

Followed by on-site orientation, consultation meetings with students on practicum and activity proposals should be held by course instructors and program coordinators. Students are required to write detailed proposals about the activities they would like to carry out at the agencies. Thus, consultation meetings with program coordinators on the feasibility of the activities and agency supervisors should be arranged within two weeks after on-site orientation. The activities should associate with the course, such as concepts and theories. The proposal should clearly state the objectives, provide a brief run-down, including a budget summary, the expected number of clientele and achievements, etc. Regarding funding, students could apply for social activities funds from the Students Service Center (SSC).

(iv) Practicum Implementation

Agency supervisors should provide professional guidance to students in planning, implementation and evaluation of the proposed tasks and programs during practicum. The practicum can be in the following three forms.

(a) One-to-one Work: Students identify the needs of the assigned cases through interviews, home visits and personal contact. They will then be able to suggest intervention strategies for the assigned cases, which apply the learnt skills from their selected courses.

(b) Group Work: Students organize group activities to improve interaction among clients and students.

(c) Community Programs: Students organize mass activities, e.g. exhibitions, workshops, to learn how to liaise with different parties in the community. Meanwhile, reflective meetings should be organized in the first half and at the end of the practicum in order to receive feedback from the students.

On the completion of the practicum, all parties should complete and return the post-test/summative questionnaires to the program coordinators. Also, in-depth interviews with agency supervisors should be carried out. Focus group discussions among students could be arranged to gather an in-depth understanding of the students' learning efficacy. Students are then required to submit a practicum report and encouraged to participate in a formal presentation, in the form of either a poster or panel, preferably after the examination weeks.

(v) Closing Ceremony

The closing ceremony, which is optional, could be hosted to provide a platform for all the program coordinators, social service agency supervisors, course instructors and students, preferably with service receivers as well, to overview the learning and teaching experience, and community impact. All parties could be invited to share their experience with each other.

5.2.3 Assessment Evaluation Stage

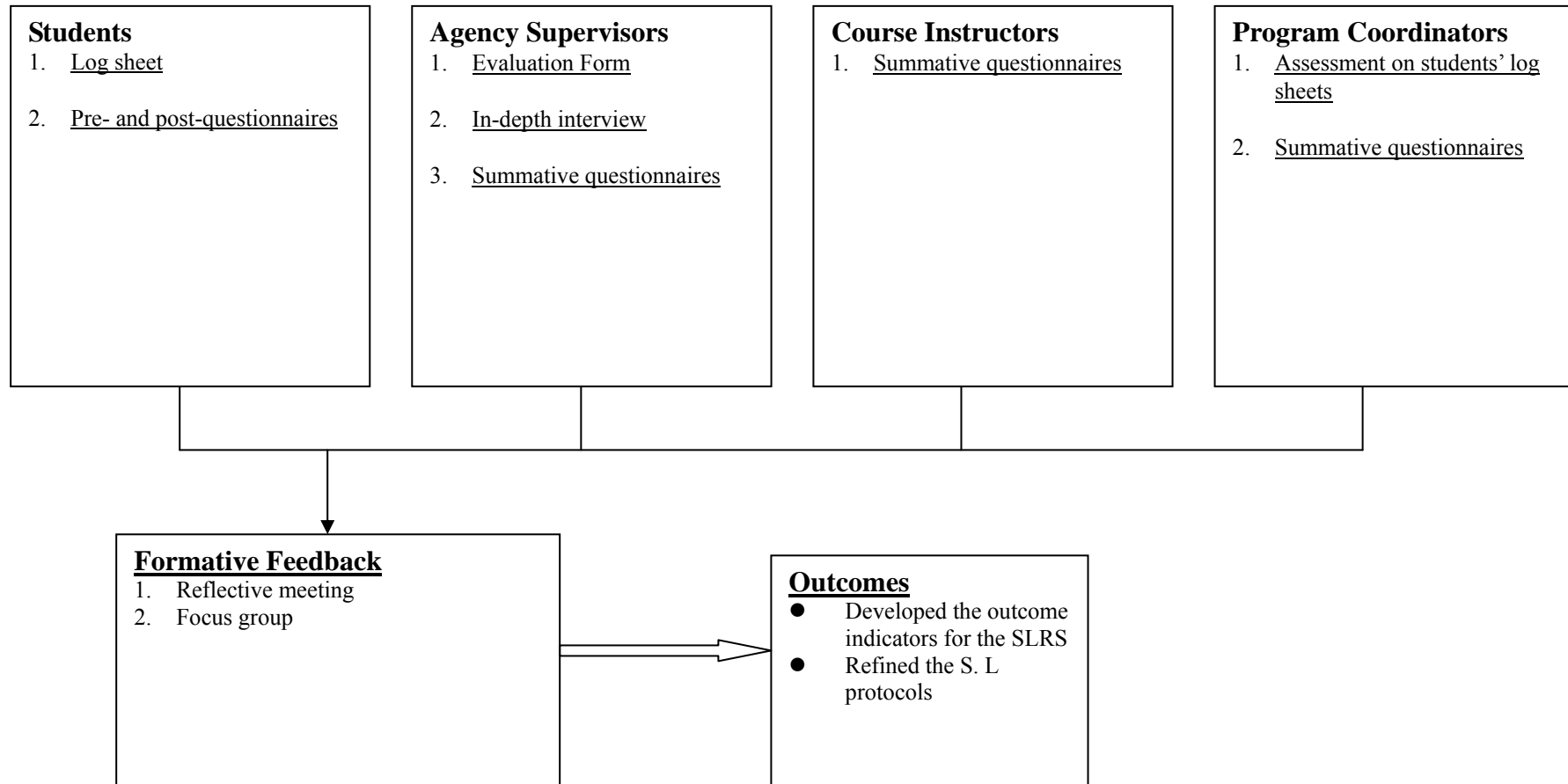
The current assessment procedure adopts both formative and summative assessment designs. Formative assessment can help identify the areas that can be improved. Summative assessment takes places when the service practicum is complete. Different parties perform different tasks to assess the students' learning capacity and efficacy (Tables 5.3 and Figure 2)

Table 5.3: Assessment Tasks of each SLRS Party

Parties	Assessment tasks
Students	Log sheet Practicum group report Reflective essay and/or self-evaluation report.
Course instructors	Student practicum group report and reflective essay
Social service agency supervisors	Evaluation form
Program coordinators	Student log sheets Practicum group report Reflective essay

Figure 2 Evaluation: Process Elements

Subjective measures:



(i) *Students*

Students are assessed by log sheets, a practicum group report, a reflective essay and/or self-evaluation report. Log sheets, to be written bi-weekly, are used to understand how students structure their practicum sessions, their feelings, thinking and learning with the exposure of the practicum. The practicum group report assesses the ability of students in applying knowledge to a concrete situation, assessing the needs of clients and program planning. The reflective essay represents an overall evaluation from the student on each piece of work and it helps to understand the ability of the student to integrate learnt skills and practices. The self-evaluation report, for mode 3 students, examines the students' own evaluation of their learning experience, performance and strengths and weaknesses.

(ii) *Social Service Agency Supervisors*

Social service agency supervisors supervise and give on-site guidance to students in the practicum in accordance with their expertise and experience. They coordinate and supervise the practicum service on-site and are, therefore, able to assess students in terms of attendance, working attitude and commitment.

(iii) *Course Instructors*

Course instructors mark the service practicum proposal and report by students and give feedback for improvement. For Mode 3 students, course instructors assess their service practicum performance in terms of learning attitudes, practice competence, acquisition of knowledge, integration of theory and practice, and accountability in mid-term and final assessment.

(iv) *Program Coordinators*

Program coordinators assess the students' service practicum performance through the service practicum proposal, practicum report, reflective essay and log sheets. They also collect feedback and responses from social service agency supervisors and course instructors.

5.2.4 Outcomes Evaluation Stage

(i) *Evaluation design*

In order to evaluate the learning and teaching efficacy of the SLRS, again formative and summative assessment designs are to be employed in the program evaluation process (Figure 2). Likewise, all parties are required to fulfill certain evaluation tasks as follows (Table 5.4).

Table 5.4: Outcome Evaluation Tasks of each Party

Parties	Outcome evaluation tasks
Students	Pre-test questionnaire Post-test questionnaire Focus group (optional)
Social service agency supervisors	Summative questionnaire In-depth interview Focus group (optional)
Course instructors	Summative questionnaire Focus group (optional)
Program coordinators	Summative questionnaire Focus group (optional)

- ***Students***

To evaluate students' learning efficacy and outcomes over time through participating in SLRS, students are required to fill in pre- and post-test self-administrated questionnaires, which evaluate subjected-related knowledge, communication skills, organizational skills, problem solving skills, research skills and social competence. The pre-test questionnaire should be self-administrated within two weeks after the commencement of SLRS while the post-test within two weeks upon the completion of SLRS. Optional focus groups could be arranged to share learning, teaching, supervision and practicum experience among all parties at the end of each semester.

- ***Course Instructors***

Course instructors are required to complete summative questionnaires to evaluate student learning efficacy and outcomes over time through participating in SLRS upon the completion of the course. Course instructors should administer the questionnaire

on students' group performance based on subject-related knowledge, communication skills, organizational skills, problem-solving skills, research skills and social competence.

- ***Social Service Agency Supervisors***

Agency supervisors are also required to fill in summative questionnaires to evaluate student learning efficacy and outcomes on the completion of the practicum in regard to subject-related knowledge, communication skills, organizational skills, problem-solving skills, research skills and social competence. In addition, an in-depth interview should be conducted so as to evaluate the practicum performance and learning experience of the students, as well as ways to improve in terms of preparation, coordination and implementation.

- ***Program Coordinators***

Program coordinators should fill in summative questionnaires, which evaluate preparation, implementation, quality assurance of student learning, student learning efficacy and community impact. The summative questionnaire should be self-administrated within two weeks on the completion of the students' service practicum. Apart from the questionnaire, reflective meetings should also be arranged to facilitate students in their practicum stage.

(ii) Questionnaire Design

The framework of the measurement instrument for the SLRS is based on the ABC (Adaptability, Brain-power and Creativity) model of Lingnan University and the important learning competences of service learning programs acquired by students in six areas: subject-related knowledge, communication skills, organizational skills, problem solving skills, research skills and social competences.

(iii) Data Analysis

Statistical analyses should be conducted by using SPSS software. The analyses include:

- (a) Cross-tabulations to give the general characteristics of the subjects and their background information.

- (b) Comparison of means to see the differences between pre-test and post-test questionnaire to figure out their learning progress.

(iv) *Program Report*

A program report serves as an overview evaluation report on the complete process of SLRS. By the end of the academic year, an annual report should be prepared, while an interim report could be written in the end of the first semester whenever necessary. The annual report should include preparation, recruitment, enrolment, implementation, evaluation, recommendation, etc.

5.3. Quality Assurance

Regarding the quality assurance of learning and teaching efficacy, a steering group composed of course instructors, students, social service agency supervisors, program coordinators should meet at least twice (i.e. beginning and end of the practicum) to oversee the programs. Their advice should be sought on the process of preparation, implementation, coordination, assessment and evaluation. Course instructors and program coordinators should also meet regularly with students on practicum progress - their project proposals, implementation plans, actual implementation and its results.

5.4 Contingency Plan

In response to the feedback from students, course instructors and agency supervisors, program coordinators should consult their opinions constantly. In the case of a complaint from any of the parties regarding the SLRS, the program coordinator should look into the case and contact the student concerned as well as the agency supervisor promptly.

SECTION 6: Evaluation of the SLRS

6.1 General Description of the Evaluation Framework

6.1.1 Background

Referencing the evaluation models of Service-Learning Programs in literature and taking into consideration the unique context in which the SLRS was launched, Lingnan has developed the following evaluation framework. The focus of this SLRS evaluation process is on Mode 2 (lasts for one semester) and Mode 3 (lasts for one academic year). At Lingnan, 113 students were enrolled on Mode 2 and 1 student on Mode 3 in the first semester, and 84 students joined the SLRS enrolled on Mode 2 in the second semester.

6.1.2 Evaluation of the Partially Integrated Course Mode (Mode 2)

(a) *General Tasks for each Party in Mode 2*

- (i) **Students:** (1) log sheet (weekly), (2) practicum report, (3) reflective essay, (4) pre-test questionnaire, and (5) post-test questionnaires
- (ii) **Social Service Agency Supervisors:** (1) in-depth interview, and (2) summative questionnaire⁴
- (iii) **Course Instructors:** (1) summative questionnaire⁵
- (iv) **Program Coordinators (APIAS):** (1) summative questionnaire⁶
- (v) **Formative Feedback:** (1) reflection meetings with students during the semester

(Note that since the term paper and practicum only accounts for 30% of the total marks in Mode 2, there will be no individual evaluation of students from social service agency supervisors or course instructors.)

(b) *Overall Timeline for Evaluation of Mode 2 in the First Semester:*

Period	Research Tasks
09/04 – 10/04	<ol style="list-style-type: none">1. Develop pre & post-test questionnaires2. Distribute pre-test questionnaires to students at the opening session of the SLRS3. Distribute log sheets to students at the opening session of the SLRS4. Collect the pre-test questionnaires from students at the end of Oct.
11/04 – 12/04	<ol style="list-style-type: none">1. Distribute post-test / summative questionnaires to all parties in mid-Nov.2. Collect post-test / summative questionnaires from all parties in early Dec.3. Conduct in-depth interviews with social services agency supervisors at the end of Nov.4. Collect summative questionnaires from social service agency supervisors, course instructors and program coordinators in early Dec.5. Collect log sheets from students in early Dec. (together with practicum report and reflective essay)
Late 12/04	<ol style="list-style-type: none">1. Outstanding projects presentation in late Dec.

⁴ The original design includes both pre and post test questionnaire. However, after receiving the comments from social service agency supervisors on the difficulties in evaluating students at the beginning of the course, the summative questionnaire was replaced

⁵ The original design includes both pre and post-test questionnaire. However, after receiving the comments from instructors on the difficulties in evaluating students at the beginning of the course, the summative questionnaire was replaced

⁶ The original design includes both pre and post-test questionnaires. However, after receiving the comments from program coordinators, they should evaluate the SLRS from different point of views, thereby another set of questionnaire is developed specifically for the use of them, including areas in preparation, implementation, quality assurance on students' learning, students' learning efficacy and community impacts.

(c) Overall Timeline for Evaluation of Mode 2 in Second Semester

Period	Research Tasks
02/05 – 03/05	1. Distribute pre-test questionnaires to students at the opening session of the SLRS 2. Distribute log sheets to students at the opening session of the SLRS 3. Collect the pre-test questionnaires from students at the end of March
04/05 – 05/05	1. Distribute post-test / summative questionnaires to all parties in mid-April 2. Collect post-test / summative questionnaires from all parties in early May 3. Conduct in-depth interviews with social services agency supervisors at the end of April 4. Collect summative questionnaires from social service agency supervisors, course instructors and program coordinators in early May 5. Collect log sheets from students in early May (together with practicum report and reflective essay)
Mid 06/05	1. Outstanding project presentation in mid-June

(d) Specific Roles for Students, Social Service Agency Supervisors, Course Instructors and Program Coordinators in Mode 2 in First Semester

(i) Students

Period	Evaluations
10/04 – 11/04	1. Submit pre-test questionnaires at the end of Oct.
12/04 – 01/05	1. Submit post-test questionnaires in early Dec. 2. Submit practicum reports and reflective essays (including log sheets) in early Dec. 3. Outstanding project presentation in late Dec.

(ii) Social Service Agency Supervisors

Period	Evaluations
10/04 – 11/04	1. Conduct in-depth interviews with program coordinators in late Nov.
12/04 – 01/05	1. Submit summative questionnaires in early Dec.

(iii) Course Instructors

Period	Evaluations
12/04 – 01/05	1. Submit summative questionnaires in early Dec.

(iv) Program Coordinators

Period	Evaluations
12/04 – 01/05	1. Submit summative questionnaires in early Dec.

(e) Specific Roles for Students, Social Service Agency Supervisors, Course Instructors and Program Coordinators in Mode 2 in Second Semester

(i) Students

Period	Evaluations
02/05 – 03/05	1. Submit pre-test questionnaires at the end of March
04/05 – 06/05	1. Submit post-test questionnaires in early May 2. Submit practicum reports and reflective essays (including log sheet) in early May 3. Outstanding project presentation in mid June

(ii) Social Service Agency Supervisors

Period	Evaluations
02/05 – 03/05	1. Conduct in-depth interviews at the end of April
04/05 – 05/05	1. Submit summative questionnaires in early May

(iii) Course Instructors

Period	Evaluations
04/05 – 05/05	1. Submit summative questionnaires in early May

(iv) Program Coordinators

Period	Evaluations
04/05 – 05/05	1. Submit summative questionnaires in early May

6.1.3 Evaluation of the Fully Integrated Course Mode (Mode 3)

(a) General Tasks for each Party in Mode 3

- (i) **Students:** (1) log sheet (weekly), (2) directed research project, (3) pre-test questionnaire, (4) post-test questionnaire, and (5) self-evaluation form (mid-term and final)
- (ii) **Social Service Agency Supervisors:** (1) in-depth interview, (2) summative questionnaire⁷, and (3) evaluation form (mid-term and final)
- (iii) **Course Instructors:** (1) summative questionnaire⁸ (2) assessment report (mid-term and final)
- (iv) **Program Coordinators (APIAS):** (1) summative questionnaire⁹
- (v) **Formative Feedback:** (1) reflection meeting with students during the semester

(b) Overall Timeline for Evaluation in Mode 3

Period	Research Tasks
09/04 – 10/04	1. Develop pre & post test questionnaires and other evaluation and assessment forms 2. Distribute pre-test questionnaires to students at the opening session of the SLRS 3. Distribute log sheets to students at the opening session of SLRS 4. Collect the pre-test questionnaires from students at the end of October
11/04 – 12/04	Distribute mid-term evaluation forms (students and social services agency supervisors) and assessment reports (course instructors) in early Dec.
01/05 – 03/05	Collect mid-term self-evaluation forms (students), evaluation forms (social services agency supervisors) and assessment reports (course instructors) in mid-Jan.
04/05 – 05/05	1. Distribute summative questionnaires to all parties in mid of April 2. Collect summative questionnaires from all parties in early May 3. Collect post-test questionnaires from students in early May 4. Collect final evaluation forms / assessment reports from students, social service agency supervisors and course instructors in mid-May 5. Conduct in-depth interviews with social services agency supervisors at the end of May 6. Collect directed research projects from students in mid-May (including log sheets)

⁷ The original design includes both pre and post test questionnaire. However, after receiving the comments from the social services agency supervisors on the difficulties in evaluating students at the beginning of the course, the summative questionnaire was replaced.

⁸ The original design includes both pre and post test questionnaire. However, after receiving the comments from the social services agency supervisors on the difficulties in evaluating students at the beginning of the course, the summative questionnaire was replaced.

⁹ The original design includes both pre and post test questionnaire. However, after receiving the comments from the social services agency supervisors on the difficulties in evaluating students at the beginning of the course, the summative questionnaire was replaced.

(c) Specific Roles for Students, Social Service Agency Supervisors, Course Instructors and Program Coordinators in Mode 3

(i) Students

Period	Evaluations
10/04 – 11/04	1. Submit pre-test questionnaires at the end of Oct.
12/04 – 01/05	1. Submit mid-term self evaluation form in mid-Jan.
02/05 – 05/05	1. Submit post-test questionnaires in early May 2. Submit directed research projects with log sheets in mid-May 3. Submit final self evaluation form in mid-May

(ii) Social Service Agency Supervisors

Period	Evaluations
12/04 to 01/05	1. Submit mid-term evaluation form in mid-Jan.
02/05 to 06/05	1. Submit summative questionnaires in early May 2. Submit final evaluation form in mid-May 3. Conduct in-depth interviews at the end of May

(iii) Course Instructors

Period	Evaluations
12/04 to 01/05	1. Submit mid-term assessment report in mid-Jan.
02/05 to 06/05	1. Submit summative questionnaire in early May 2. Submit final assessment report in mid-May

(iv) Program Coordinators

Period	Evaluations
02/05 to 06/05	1. Submit summative questionnaire in early May

Figure 3 Overall Program Implementation and Research Evaluation Framework

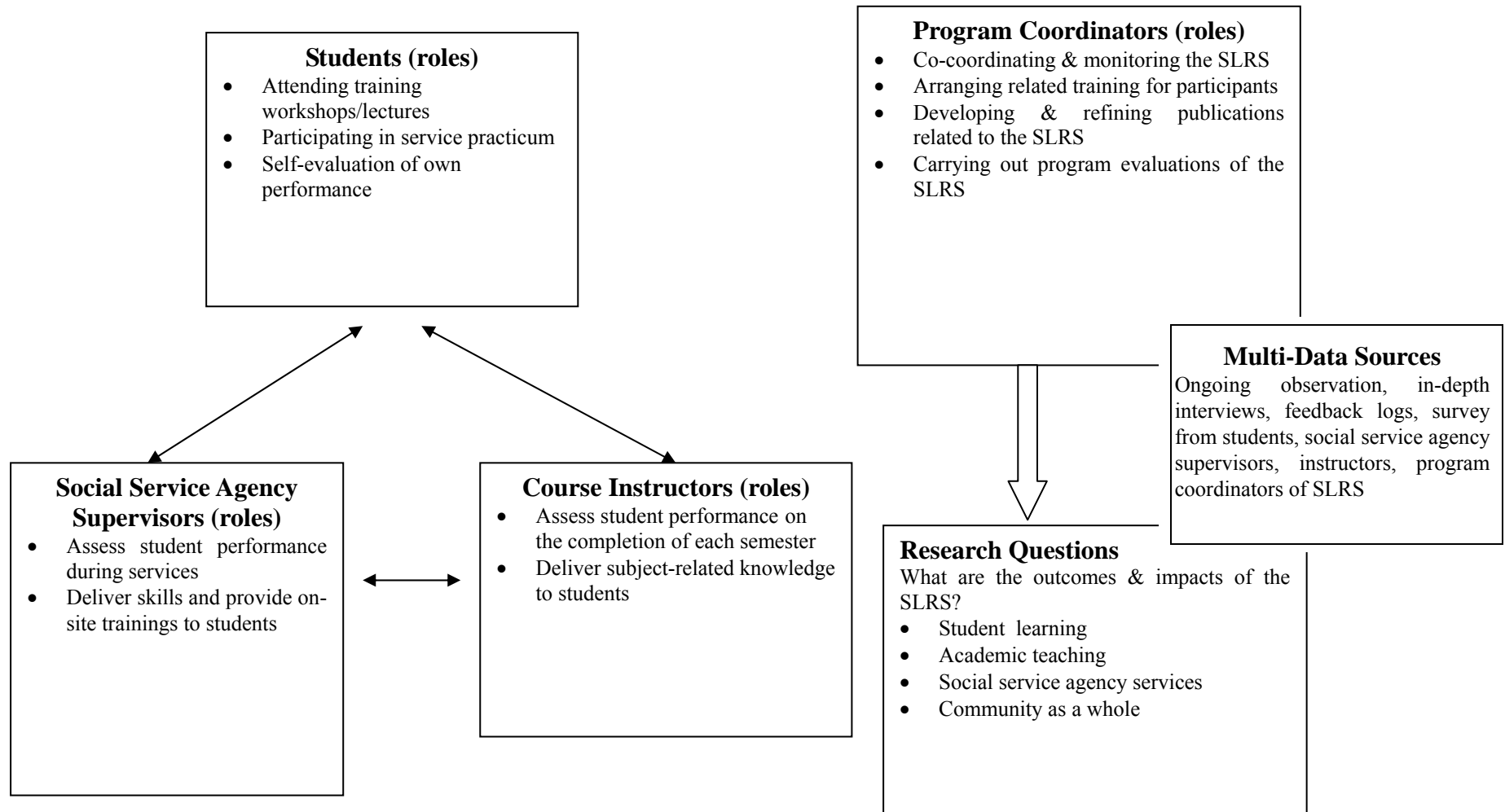
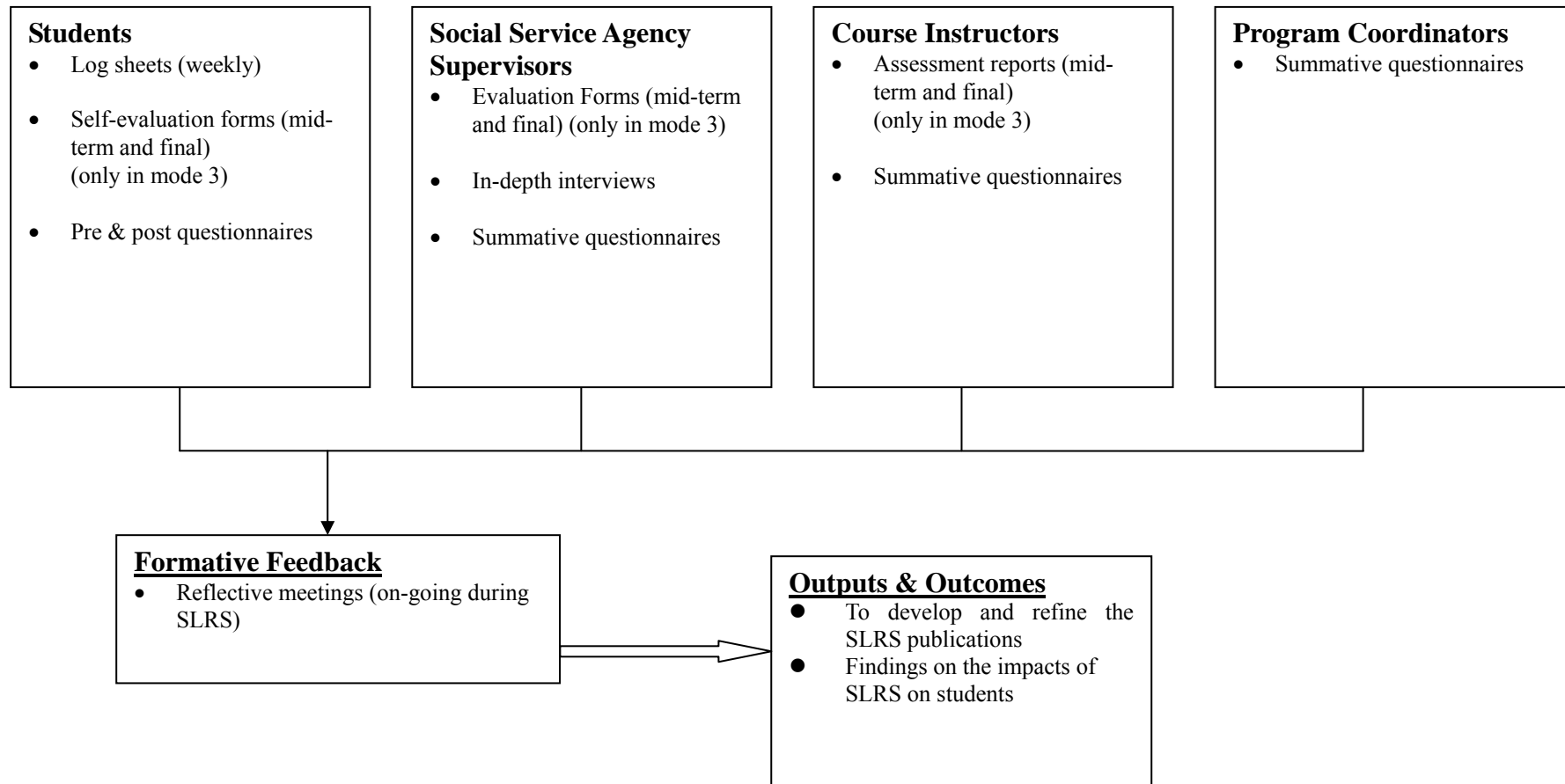


Figure 4 Evaluation: Process elements (Modes 2 & 3) Subjective Measures



6.2 Evaluation Methodology

6.2.1 Evaluation Design

This current evaluation design adopts both formative and summative evaluation designs. Formative evaluation is often described as ongoing evaluation that occurs at progressive stages and allows for adaptations and change throughout the learning experience (Flagg, 1990). For instance, if a student is not happy with the program or the experience is not working out as planned, formative evaluation can highlight the need for change and suggest possible directions. Furthermore, different parties, including students, social service agency supervisors, course instructors and program coordinators, can also comment and express their feelings about the program implementation. Formative evaluations can help identify and categorize areas that can be improved. Summative evaluation takes place when the learning experience is complete. The objectives of the learning experience (i.e. the subject-related knowledge, communication skills, organizational skills, social competence, problem-solving skills and research skills) provide the framework for the summative evaluation.

The ideas from both formative and summative evaluation will guide the whole program implementation of the SLRS as well as the evaluation itself, including evaluation methods and the nature of evaluation. In this current validation protocol, the focus will be on these two types of evaluation in order to help guide the development of the overall evaluation framework.

The whole evaluation design will be student-oriented. That means all parties (students through self-evaluation questionnaire, social service agency supervisors, course instructors and program coordinators from summative evaluation) will evaluate from their professional perspective whether students achieved their learning objectives.

6.2.2 Methods

This protocol will focus on the questionnaires of the evaluation. Both qualitative and quantitative research methodologies have been adopted to develop and validate the sets of instruments for measuring the effectiveness of the SLRS from the perspectives of all parties. The initial instrument has been validated through various processes, including item development and reduction, panel review from experienced social workers and

professionals. The refined instruments were validated for measuring the effectiveness of the SLRS for their assigned domains.

6.2.3 Validity

The instruments were developed by experienced social workers and academics. In addition to this, consultations with different parties, including various representatives from NGOs were conducted. An expert panel was formed to validate the instruments before the actual implementation of data collection. Specifically, the development and validation of the instruments include two main types:

- (a) **Face Validity:** Face validity simply means validity at face value. As a check on face validity, test/survey items are sent to experienced social workers and professionals to obtain suggestions for modification. Moreover, face validity is defined as common sense, and being persuasive and seeming right to the reader Lacity and Jansen (1994).
- (b) **Content Validity:** Content validity draws an inference from test scores to a large domain of items similar to those on the test. Content validity is concerned with *sample-population representativeness*, i.e. the knowledge and skills covered by the test items should be representative of the larger domain of knowledge and skills.

However, in regard to content validity, communication skills include skills in a number of areas, although it is difficult, if not impossible, to include all aspects of communication skills. Therefore, only several tasks are sampled from the population of communication skills. Content validity is usually established by *content experts*. The main contents and domains of a course should be designed by the professors.

6.2.4 Reliability

Internal consistency reliability testing was applied to determine whether items of the measurement device were functioning in a homogeneous fashion. This is mainly used for instruments which are comprised of rating scales. Since most of the items are derived by some established scales, they have high internal reliability in the adopted scale.

6.2.5 Questionnaire Design

The framework of the instruments for the SLRS was based on the ABC Model of Lingnan University and the important learning competencies of Service-Learning Programs for students in areas such as subject-related knowledge, communication skills, organizational skills, social competencies, problem-solving skills and research skills. By accurately measuring changes in student performance across the above six aspects, validated scales were borrowed for establishing scales in those six aspects and others were designed with good content validity by course instructors. Last but not least, all the domains/ items of the instruments have been reviewed and are in line with the nature and contents of the SLRS. These all help make the instruments more tailor-made for the SLRS.

6.2.6 Data Collection and Processing

Depending on the mode, pre-test questionnaires for students were distributed at the beginning of the semester and collected at the end of that semester, and the mid-term was collected during the middle of the semester.

6.2.7 Methods of Data Analysis

Data collected from different sources were analyzed separately (i.e. from agency supervisors, course instructors, program coordinators and students) and compared for their consistency. As student feedback is considered paramount, students' questionnaires were subject to the most detailed analysis through a vigorous validation procedure as described below. Statistical analyses were made using the SPSS 11.0 version. The statistical analyses adopted in the current research include:

- Cross-tabulations to give general characteristics of the subjects and their backgrounds
- Comparison of means to see the differences in the three phases of data collection.

6.3 Construction of the Instruments

6.3.1 Validation Procedure

(i) Development of the Initial SLRS Questionnaires (Stage One)

In order to measure the effectiveness of the SLRS for the students, six key outcome indicators were derived from the literature reviewed, the related instruments, the unique nature of the SLRS and in response to the ABC model of Lingnan University. The initial questionnaire involved 145 items encompassing 6 domains including subject-related knowledge (10 items), communication skills (24 items with 4 facets), organizational skills (20 items), social competence (32 items with 3 facets), problem-solving skills (30 items with 3 facets) and research skills (22 items with 3 facets), and the overall evaluation of the SLRS (6 items and 1 open-ended question). Originally, the questionnaires were designed for students specifically. Questionnaires for the evaluation and assessment from the perspective of social service agency supervisors and course instructors were developed later. Experienced social workers and program coordinators from the SLRS developed the initial questionnaire.

(ii) Panel Reviews of the Initial Instruments (Stage Two)

The initial instruments were assessed by a review panel using the Content Validity Index (CVI) from professional social workers, social service agencies, academics and experienced social workers related to youth work (total, N=5). Based on the panel review of the items' relevance and the overall structure of the evaluation research, the following amendments were made:

- (a) A large reduction in the number of items was suggested based on item relevance, duplication of items and relevance to the ABC model. A refined questionnaire was then developed with 30 items and 6 open-ended questions.
- (b) The review panel also gave comments on the evaluation process of the validation study. They suggested that only students should be required to complete both pre and post questionnaire; social service agency supervisors and course instructors were not required to do the pre-test questionnaire because they are not able to assess the abilities of students at the beginning of the course. It was concluded that social service agency supervisors and

course instructors were required to complete summative questionnaires at the end of the semester and to only complete a shorter version of the questionnaire on the above six aspects. The core of the evaluation is the students' questionnaires.

- (c) In view of the difficulties experienced by program coordinators in evaluating students as they were not carrying out on-site supervision, the panel suggested that program coordinators should focus on the evaluation of the whole program implementation, including the preparation, implementation, quality assurance of student learning, student learning efficacy and community impact.

(iii) Refinement of Instruments (Stage Three)

Based on the review of the review panel and the results of CVI, the refined questionnaire for the elderly recipients involved 30 items with 6 open-ended questions, encompassing mainly 6 domains including the subject-related knowledge (1 item), communication skills (4 items), organizational skills (5 items), social competence (5 items), problem-solving skills (5 items) and research skills (5 items), the learning impacts on students (3 items), the overall levels of satisfaction with the SLRS (2 items) and 6 open-ended questions.

Besides the questionnaire, the panel also suggested including some qualitative evaluation and assessment forms to provide more valuable information for the evaluation of the SLRS. However, it must be noted that the qualitative evaluation materials are not necessary to do the validation. The direction of the qualitative evaluation and assessment forms should be developed in line with the instruments.

(iv) Conduct of Instruments (Stage Four)

The refined sets of instruments were then used to measure the effectiveness of the SLRS from 2004 to 2005. Since only one student joined Mode 3 for the SLRS, no evaluation and analysis would be reported from that student and the results of that student would only be used for deciding the structure of Service-Learning Programs in the future. The evaluation findings only focused on the students in Mode 2 of the SLRS.

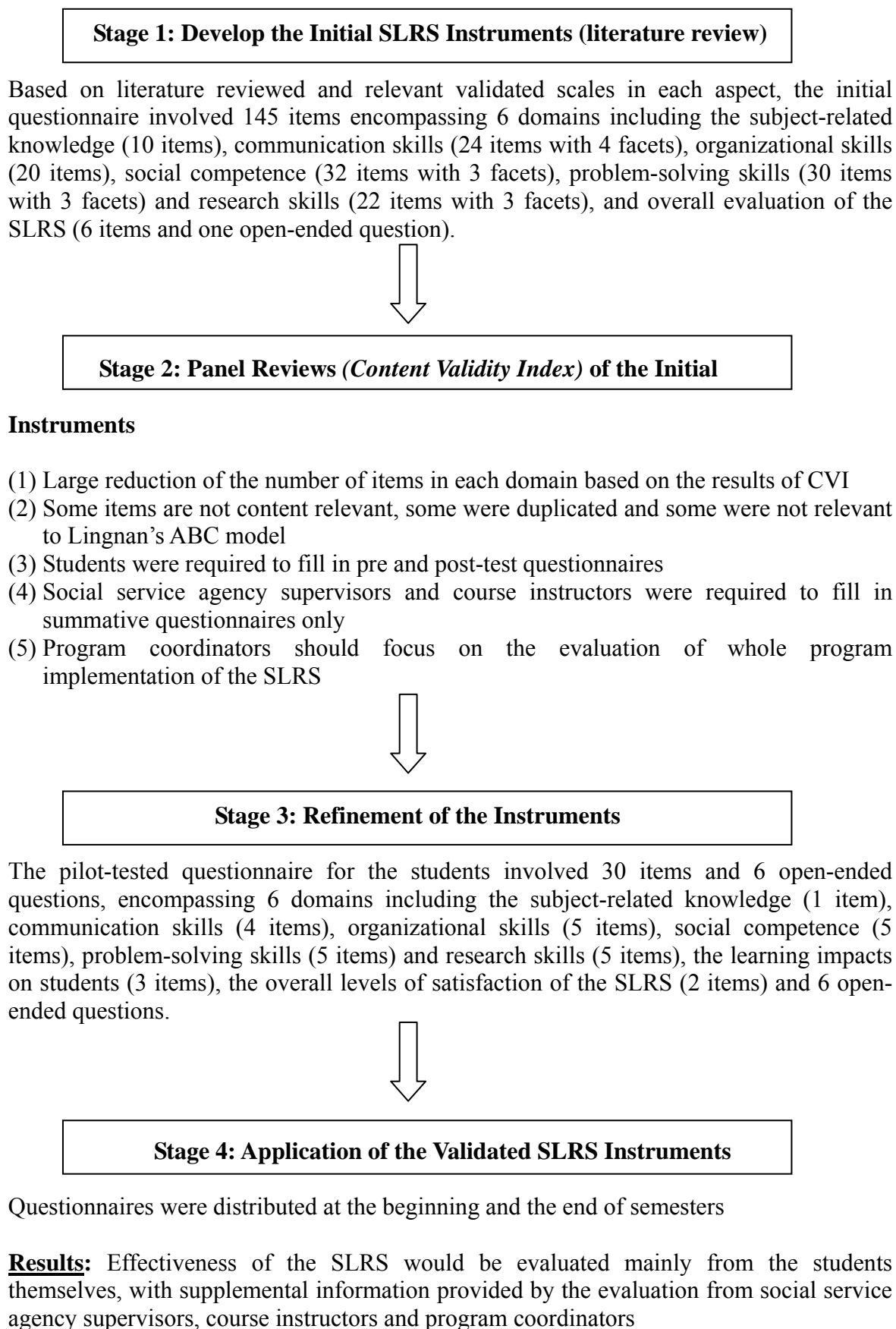
Table 6.1 Mode 2 in both first and second semesters

First Semester (Period)	Research Tasks
09/04 – 10/04	To distribute and collect pre-test questionnaires from students at the opening session of the SLRS
11/04 – 12/04	To distribute and collect post-test / summative questionnaires from social service agency supervisors, course instructors and program coordinators
Second Semester (Period)	Research Tasks
02/05 – 03/05	To distribute and collect pre-test questionnaires from students at the opening session of the SLRS
04/05 – 05/05	To distribute and collect post-test / summative questionnaires from social service agency supervisors, course instructors and program coordinators

Table 6.2 Model 3 of the SLRS

Period	Research Tasks
09/04 – 10/04	To distribute and collect pre-test questionnaires from students at the opening session of the SLRS
11/04 – 05/05	To distribute and collect post-test / summative questionnaires from social service agency supervisors, course instructors and program coordinators

Chart 1: Procedures for Developing and Validating Instruments for SLRS:



6.3.2 Panel Reviews

The panel established for reviewing questionnaires included the following people:

- (1) Professor CHAN Cheung Ming, Professor in the Department of Politics and Sociology, and Director of APIAS, Lingnan University, responsible for making final decisions and judgments on the reliability and validity of the instruments.
- (2) Ms. FONG Meng Soi, Senior Project Officer of APIAS, Lingnan University, responsible for the reliability and validity of the instruments.
- (3) Dr. MA Hok Ka, Project Officer of APIAS and program coordinator of SLRS, Lingnan University, responsible for deciding the items relevance.
- (4) Social Service Agency Supervisors (N=2), various units of NGOs, responsible for deciding the items' relevance.
- (5) The students who were participating in the SLRS.

6.4 Validation of the Instruments for Measuring Student Performance

6.4.1 Characteristics of the Initial Instruments for the SLRS

Based on the literature reviewed and Lingnan's ABC model, six key outcome indicators were derived and relevant scales were identified for the use of initial instrument development. Most of the scales were developed by borrowing from validated scales (see the below brief descriptions) and two of them were self-developed (subject-related knowledge, organizational skills and research skills). The initial questionnaire involved 145 items encompassing 6 domains including subject-related knowledge (10 items), communication skills (24 items with 4 facets), organizational skills (20 items), social competence (32 items with 3 facets), problem-solving skills (30 items with 3 facets) and research skills (22 items with 3 facets), and the overall evaluation of the SLRS (6 items and one open-ended question). These sets of questionnaires were designed for students specifically. The perspective of social service agency supervisors and course instructors was obtained later. . The scale for measurement was diversified, including mainly close-ended questions with a 10-point rating scale supplement with open-ended questions. Some general descriptions of the 6 domains of the SLRS instrument were explained as follows:

Domain 1: *Subject-related Knowledge*: Initially, ten items were suggested to be included in each course.

Domain 2: *Communication Skills*: The scale was called PRCA -24 (McCroskey, 1984). The scale consists of four sub-constructs to measure the overall oral communication apprehension (OCA) in distinct communication contexts, including public speaking, group discussion, meeting and dyad (one to one communications). The PRCA -24 presents the survey questions in sub-construct groups of six items each. The alpha reliability estimates for all items range between .93 and .95;, the inter-correlations between .40 to .69.

Domain 3: *Organizational Skills*: Self-developed in the first place due to the fact that no validated scale was suitable for the SLRS.

Domain 4: *Social Competence*: The scale is called the SSBS (Merrell, 1993). The scale comprises of three sub-constructs to measure the overall social competence, including interpersonal skills, self-management skills and academic skills. Coefficient alpha is a general reliability method that is based on the correlations of all comparable

parts of the same test. This procedure produces uniformly high internal consistency reliability coefficients on both of the SSBS major scales (.98) and the six subscales (ranging from .94 to .96). Test and re-test reliability ranges from .76 to .82.

Domain 5: Problem-solving Skills: The scale is called the Social Problem-Solving Inventory for Adolescents (SPSI-A), developed by Frauenknecht and Black (1995). The SPSI-A consists of three scales: automatic process, problem orientation and problem-solving skills. Alpha coefficients for total scale reliability were above .93. and coefficients for the three scales were all above .81. Correlation coefficients for SPSI-A total scores and the three scales were .83, .67, .78, and .77.

Domain 6: Research Skills: The scale was self-developed by experienced researcher since there was no validated scale to measure the levels of research skills for students. For the domains and facets of the instrument for the SLRS, please see Table 6.3.

Table 6.3 A Summary of the Initial Instrument for the SLRS

Instruments for the SLRS (six domains with 145 items)	Domain	Facet incorporated within domains
	Domain 1 Subject-related Knowledge	By course instructors Total: 10 items
	Domain 2 Communication Skills	Public Speaking (6 items) Group Discussion (6 items) Meeting (6 items) One to One Communications (6 items) Total: 24 items (4 facets)
	Domain 3 Organizational Skills	Self-developed Total: 20 items
	Domain 4 Social Competence	Interpersonal Skills (14 items) Self-Management Skills (10 items) Academic Skills (8 items) Total: 32 items (3 facets)
	Domain 5 Problem-solving Skills	Automatic Process (10 items) Problem Orientation (10 items) Problem-solving Skills (10 items) Total: 30 items (3 facets)
	Domain 6 Research Skills	Skills in Data Collection (6 items) Skills in Data Analysis (8 items) Proposal and Report Writing Skills (8 items) Total: 22 items (3 facets)
	Overall Evaluation of the SLRS	6 items with one open-ended question Total: 7 items (one open-ended question)

6.4.2 Refined Instruments for the SLRS

Table 6.4 A Summary of the Refined Instruments of the SLRS

Instrument for the SLRS (six domains with 30 items and 6 open-ended questions)	Domain	Items and scales
	Domain 1 Subject-related Knowledge	1 item with 10-point rating scale
	Domain 2 Communication Skills	4 items with 10-point rating scale
	Domain 3 Organizational Skills	5 items with 10-point rating scale
	Domain 4 Social Competence	5 items with 10-point rating scale
	Domain 5 Problem-solving Skills	5 items with 10-point rating scale
	Domain 6 Research Skills	5 items with 10-point rating scale
	Overall Evaluation of the SLRS	
	<ul style="list-style-type: none"> ■ Learning Impacts on Students ■ Overall Satisfaction 	3 items with 10-point rating scale 2 items with 10-point rating scale and 6 open-ended questions

6.4.3 Characteristics of the Refined Instruments in SLRS - Modes 2 and 3 (Students)

In order to measure the effectiveness of the SLRS for students (Mode 2 and Mode 3 whereas Mode 1 is incorporated in Mode 2), four different types of data sources were collected for evaluation purposes. The most important source of data was the self-evaluation by students. The development and validation of the instrument aimed at using a validated questionnaire to measure accurately the six core domains on student learning after attending the SLRS. Additionally, students were required to write down what they did in the past week through the weekly log sheet. Details of the instruments were as follows:

- (i) ***Self-administrated pre-test questionnaire (Mode 2 and 3):*** The questionnaire starts with a description of the rationale and purpose of the questionnaire. Part I is the personal profiles for the student participants. Part II is the program that students joined in the first or second semesters or both. Part III is the overall evaluation of the program, including 1 item to assess the following aspects of skills, including the subject-related knowledge, communication skills, organizational skills, social competence, problem-solving skills and research skills. Some brief descriptions of the skills are explained next to the core domains. One open-ended question was included so students could add additional comments to the program.

- (ii) ***Self-administrated post-test questionnaire (Mode 2 and 3):*** The questionnaire starts with the description of the rationale and purpose of the questionnaire. Part I contains the personal profiles of student participants. Part II is the program that students joined in the first or the second semester or both. Part III is the overall evaluation of the program, including the subject-related knowledge (item 1), communication skills (items 2 to 5), social competence (items 6 to 10), organizational skills (items 11 to 15), problem-solving skills (items 16 to 20), research skills (items 21 to 25), learning impacts on students (items 26 to 28) and the overall levels of satisfaction over the SLRS (items 29 to 30). Part IV is the items for collecting qualitative comments from students (items 31 to 36).
- (iii) ***Weekly log sheets (Mode 2 and 3):*** Students were required to fill in a weekly log sheet. It includes three questions which help students reflect on what they did and learnt in the past week.
- (iv) ***Mid-term self-evaluation report (Mode 3 only):*** Both qualitative and quantitative questions were asked in the mid-term self-evaluation report for students in Mode 3. The qualitative questions focused on asking the students what they learnt during the SLRS and if it met their expectations. Further, the questionnaire asked about the strengths and weakness of the students. Last but not least, they were required to rate their six key domains in a 10-point rating scale.
- (v) ***Final self-evaluation report (Mode 3 only):*** The report is similar to the mid-term evaluation report. Students were required to report their strengths in the six key domains and illustrate and discuss how their six key aspects could be improved in the future. Finally, they were required to rate their ability in 10-point rating scale.
- (vi) ***Supplementary questionnaires (for students who participated in SLRS for both semesters):*** A supplementary questionnaire was designed for students who participated in both the first and the second semester. They were asked to compare the overall implementation of the SLRS.

6.4.4 Characteristics of the Refined Instruments in SLRS - Mode 2 and 3

(Social Service Agency Supervisors)

Social service agency supervisors were responsible for training the students and providing them with the necessary skills during the practicum. They were also responsible for evaluating the overall performance of the students from their professional perspective. Details of the instruments are as follows:

- (i) ***Self-administrated summative questionnaires (Mode 2 and 3):*** The questionnaire starts with the description of the rationale and the purpose of the questionnaire. Part I is the personal profiles for the social service agency supervisors. Part II is the overall evaluation of the program in terms of the six core items, including the subject-related knowledge, communication skills, organizational skills, social competence, problem-solving skills, research skills and whether services provided by students were useful to them. Two open-ended questions were included for overall comments on the implementation of the SLRS and the usefulness of the students' service practicum.
- (ii) ***In-depth interview guidelines (Mode 2 and 3):*** In-depth interviews were conducted at the end of each semester to assess how social service agency supervisors evaluate the learning attitude (including work attitude and the commitment to the practicum), learning efficacy (the six core domains of evaluation) of students. Finally, they were asked to give overall comments on the implementation of the SLRS.
- (iii) ***Mid-term / Final evaluation forms (only in Mode 3):*** This evaluation report focused on the attendance, work attitude and commitment of students to their service practicum. They rated individual students on a 10-point rating scale. Additional comments were also asked for on the questionnaire.

6.4.5 Characteristics of the Refined Instruments in SLRS - Mode 2 and 3

(Course instructors)

Course instructors were responsible for evaluating the overall performance of students from their professional perspective. Details of the instruments are as follows:

- (i) ***Self-administrated summative questionnaire (Mode 2 and 3):*** The questionnaire starts with the description on the rationale and the purpose of the questionnaire. Part I is the personal profiles for the course instructors. Part II is the overall evaluation of the program in terms of the six core items, including the subject-related knowledge, communication skills, organizational skills, social competence, problem-solving skills and research skills. One open-ended question was included for the overall comments on how SLRS enhanced student learning from the perspective of course instructors.
- (ii) ***Mid-term assessment report (Mode 3 only):*** The mid-term assessment report is divided into Part I and II. Part I focused on the nature of service practicum and students' explorations of the community service work; Part II focused on the assessment criteria in the core six domains as well as their attitude towards serving the community. Finally, course instructors were required to rate the ability of students in a 10-point rating scale and to give a grade for the student obtained in the mid-term assessment.
- (iii) ***Final assessment report (Mode 3 only):*** The final assessment report is a more comprehensive and similar to the mid-term assessment report. It is divided into Part I and II. Part I is focused on the nature of service practicum and, after the whole year service practicum, course instructors were required to add additional experience envisaged and observed by the students outside the classroom. Part II focused on the assessment criteria in the core six domains, integration of theory into practice, service accountability and learning accountability. Course instructors were required to rate the ability of students in a 10-point rating scale and describe the strengths and weaknesses of the students over the past year. Finally, course instructors were required to give a grade for the student obtained in the mid-term assessment.

6.4.6 Characteristics of the Refined Instruments in SLRS - Mode 2 and 3

(Program Coordinators)

Program coordinators are responsible for evaluating the whole SLRS from their professional perspective. They are required to fill in a summative questionnaire. The details of the questionnaire were as follows:

- (i) *Self-administrated summative questionnaire (Mode 2 and 3):* The questionnaire starts with the description on the rationale and the purpose of the questionnaire. Part I is the personal profiles for the program coordinators. Part II is the overall evaluation of the program in terms of preparation, implementation, quality assurance of student learning and student learning efficacy, and community impact. One open-ended question was included at the end of each core domain to reflect the personal views of program coordinators.

6.4.7 Internal Consistency Reliability Testing of the Instruments

Each domain was computed on the Cronbach's alpha to test the internal consistency of the scales. The reliability values ranged from $\alpha=.70$ (Communication skills) to $\alpha=.93$ (Research Skills). All the scales' reliabilities are above average and in some cases highly reliable.

Communication Skills (self-rated by students)

Item	Item-total correlation	Alpha if item deleted
Q. 2	0.43	0.67
Q. 3	0.50	0.61
Q. 4	0.58	0.55
Q. 5	0.41	0.66

The Alpha of overall communication skills is 0.70.

Organizational Skills (self-rated by students)

Item	Item-total correlation	Alpha if item deleted
Q. 6	0.58	0.83
Q. 7	0.63	0.82
Q. 8	0.63	0.82
Q. 9	0.74	0.79
Q. 10	0.67	0.80

The Alpha of overall organizational skills is 0.84.

Social Competency (self-rated by students)

Item	Item-total correlation	Alpha if item deleted
Q. 11	0.63	0.87
Q. 12	0.72	0.85
Q. 13	0.78	0.84
Q. 14	0.66	0.86
Q. 15	0.76	0.84

The Alpha of overall social competency is 0.88.

Problem-solving Skills (self-rated by students)

Item	Item-total correlation	Alpha if item deleted
Q. 16	0.67	0.82
Q. 17	0.77	0.80
Q. 18	0.65	0.83
Q. 19	0.74	0.81
Q. 20	0.56	0.86

The Alpha of overall problem-solving skills is 0.87.

Research Skills (self-rated by students)

Item	Item-total correlation	Alpha if item deleted
Q. 21	0.72	0.92
Q. 22	0.87	0.89
Q. 23	0.82	0.90
Q. 24	0.81	0.90
Q. 25	0.78	0.91

The Alpha of overall research skills is 0.93.

6.4.8 Concurrent Validity: Correlations between Outcome Indicators and Learning Impact

Three questions on the overall learning impact were used to correlate with the usefulness of the skills (outcome indicators). These questions were used to correlate with each of the outcome indicators for testing the concurrent validity of each scale. Pearson's correlation was used for the comparison. The correlation coefficients between the individual item of learning impact and each outcome indicator ranged from $r=.23$ to $.36$ at both $p=.001$ and $p=0.05$ (see Table 6.5).

Table 6.5 Correlations between Outcome Indicators and Learning Impact

Domain: Learning Impact	Item 1: I can make a positive change in my life.	Item 2: I intend to work in a career that will make contributions to society.	Item 3: I feel that I could alleviate social problems to some extent.
Communication Skills	.31**	.23*	.21
Organizational Skills	.27*	.24*	.163
Social Competence	.31**	.23*	.24*
Problem-solving Skills	.28**	.36**	.30**
Research Skills	.30**	.36**	.32**

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

6.4.9 Concurrent Validity: Correlations between Outcome Indicators and Overall Satisfaction

Two questions on overall satisfaction were used to correlate the usefulness of the skills (outcome indicators). These questions were used to correlate with each of the outcome indicators for testing the concurrent validity of each scale. Pearson's correlation was used for the comparison. The correlation coefficients between the individual item of overall satisfaction and each outcome indicator ranged from $r=.21$ to $.31$ at both $p=.001$ and $p=0.05$ (see Table 6.6).

Table 6.6: Correlations between Outcome Indicators and Overall Satisfaction

Domain: Learning Impact	Item 1: Generally speaking, I feel satisfied with the SLRS.	Item 2: Generally speaking, I can learn better using the SLRS than from a traditional learning Mode.
Communication Skills	.41**	.25*
Organizational Skills	.33**	.15
Social Competence	.40**	.23*
Problem-solving Skills	.39**	.21*
Research Skills	.36**	.15

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

6.5 Findings based on the Evaluations

Part I: Evaluation of SLRS (First Semester)

In order to measure the effectiveness of the SLRS, an instrument was developed to assess the students' subject-related knowledge, communication skills, organizational skills, social competence, problem-solving skills and research skills. Formative and summative evaluation methodologies, which enabled researchers to correct and guide the research during the process itself with different sources of comparable data, were analyzed and cross-checked. Multi-data sources with a triangulation of methods were adopted in the current evaluation research to validate and cross-check the data collected from both quantitative data and qualitative data. Below are reminders of the data collected for evaluation¹⁰.

- (i) *Students*: (1) log sheet; (2) pre-test questionnaire, and (3) post test questionnaire
- (ii) *Social Service Agency Supervisors*: (1) summative questionnaire; and (2) in-depth interview
- (iii) *Course Instructors*: (1) Summative questionnaire
- (iv) *Program Coordinators*: (1) Summative questionnaire

6.5.1 Students' Evaluation

Table 6.7 Sample Profile of Students in SLRS (first semester) (N=115)

Sex	Frequency	Percentage (%)
Male	23	20
Female	92	80
Year of Study	Frequency	Percentage (%)
Associate Degree	1	0.9
Year Two	60	52.2
Year Three	54	46.9

In respect of sex distribution, 80% were female, 20% were male; a similar distribution of the sexes were found in year two (52.2%) and year three (46.9%).

¹⁰ Taking into consideration the large amount of data analysis included all sets of evaluation material, the findings will be mainly based on the quantitative measurements, with support by some qualitative comments from various sources.

Table 6.8 Mean differences of pre-test and post-test questionnaires (N=85)

Domains	Pre-test (N=85)	Post-test (N=85)	Differences	Improvement (%)	P-value
Subject-related knowledge	5.07	5.99	0.92	+18%	0.00
Communication skills	6.32	7.20	0.88	+14%	0.00
Organizational skills	6.07	6.83	0.76	+13%	0.00
Social competence	6.19	7.03	0.84	+14%	0.00
Problem-solving skills	5.97	6.85	0.88	+15%	0.00
Research skills	5.45	6.93	1.48	+27%	0.00
Learning impact	N/A*	6.92	N/A	N/A	N/A
Overall satisfaction	N/A*	6.59	N/A	N/A	N/A

* Learning impact and overall satisfaction were not measured in the pre-test questionnaire.

On the questionnaires, students were instructed to rate their ability in the six core domains on a 10-point rating scale (1=lowest, 10=highest) and to answer six open-ended questions. The pre-test and post-test questionnaires were self-administrated within two weeks of the commencement and the completion of the programs respectively. Because the students from the Healthy Cafe Project (23 students) and Happy Family Day Fundraising programs (7 students) were not necessarily required to submit questionnaires, a total of 85 sets of pre-test and post-test questionnaires (100% response rate) were received and analyzed. Table 8 shows the results before the commencement (pre-test) and on the completion of the SLRS (post-test). Improvement in all aspects is statistically different using t-tests ($p=0.00$).

In terms of subject-related knowledge, students rated themselves a 5.07 (below average) before the commencement of the SLR; however, a great deal improvement after completing the SLRS was shown: the mean score of their subject-related knowledge increased to 5.99. The score increased by 18%.

As for communication skills, the students rated themselves a 6.32 before commencement of the SLRS; however, their mean score increased to 7.20 on completion of the SLRS. The score increased by 14%.

In regard to organizational skills, the students rated themselves a 6.07 before the commencement of the SLRS; however, their mean score increased to 6.83 on the completion of the SLRS. The score increased by 13%.

As to social competence, the students rated themselves a 6.19 before the commencement of the SLRS; however, their mean score increased to 7.03 on completion of the SLRS. The score increased by 14%.

Regarding problem-solving skills, the students rated themselves a 5.97 before the commencement of the SLRS; however, their mean score increased to 6.85 on the completion of the SLRS. The score increased by 15%.

Last but not least, students rated themselves a 5.45 before the commencement of the SLRS to a 6.93 on completion of the SLRS. The score increased by 27%

Of all six key domains of the evaluation, students improved most significantly in research skills, from 5.45 to 6.93 (+27%). On average, all key domains increased by around 17% (See Table 8).

Qualitative comments from students' log sheets indicating the benefits of participating in the SLRS in the following aspects:

(a) *Building up self-confidence and interpersonal skills.*

Within the projects and programs, students are required to get along with the service users (e.g. the elderly and children) as well as members of staff from the agencies. They may also be required to speak in public on some related areas. Some felt that this experience would help improve self-confidence.

(b) *Building up good organizational skills.*

Students expressed that during the course of the service practicum, they learned to be more adaptable and gained more experience in planning activities as compared to ordinary tutorial/sectional approaches.

(c) *Commitment to serving the community.*

Although a few students mentioned that practicum were relatively more time-consuming than they had expected, they considered the experience unforgettable. Moreover, most of the students were willing to continue to

serve the agencies and the community in the future. The SLRS had helped students establish a sense of commitment through serving society.

(d) *Enhancement of problem solving and presentation skills.*

Students were required to deliver crime prevention programs in elderly centres and teach ageing concepts in kindergartens. All these opportunities could potentially hone their presentation skills and problem solving skills.

6.5.2 Social Service Agency Supervisors' Evaluation

In total, 10 social service agency supervisors completed the evaluation forms. Table 6.9 shows the names of the social service agency supervisors, their corresponding agencies, their roles in SLRS and the number of students served.

Table 6.9 Sample Profile of Social Service Agency Supervisors (N=10)

Name	Agency	Role in SLRS	No of Students Served
Ms. Chan	Tin King Estate Baptist Lui Kwok Pat Fong Kindergarten	Coordinated students and provided skills for students' service practicum	7
Mr. Chan	Ng Wo Public Primary School	Coordinated students and provided skills for students' service practicum	5
Ms. Leung	Haven of Hope Christian Service	Coordinated different units in HOHCS, including nursing home, care and attention home and day care centres	20
Ms. Lee	Creative Kindergarten (Tuen Mun)	Coordinated students and provided necessary help and materials to course instructors	14
Ms. Li	Ho Sau Ki School	Coordinated the learning centre scheme	15
Ms. Wong	NAAC Fu Tai Neighbourhood Elderly Centre	Coordinated students and decided the direction of service practicum	9
Mr. Yeung	Chi Ching School (English medium)	Coordinated students and provided skills for students' service practicum	8
Ms. Yui	Chomolongma Multicultural Community Centre (English medium)	Coordinated students and provided skills for students' service practicum	5
Ms. Wong	NAAC Tuen Mun District Integrated Service Centre for the Elderly	Coordinated students and decided the direction of service practicum	4
Ms. Tse	Tai Tung Pui Day Care Centre for the Elderly	Coordinated students and decided the direction of service practicum	12

Table 6.10 Results of Summative Questionnaire for Social Service Agency Supervisors (N=8)

Domains	Social service agency supervisors (1 is the lowest; 10 is the highest)
Subject-related knowledge	7.75
Communication skills	7.63
Organizational skills	7.38
Social competence	8.00
Problem-solving skills	7.88
Research skills	7.43
Usefulness of the student service	8.25

A summative questionnaire was distributed to social service agency supervisors: only 8 out of 10 summative questionnaires were successfully collected. The average mean score was over 7 in all aspects, showing that all social service agency supervisors were satisfied with the performance of students. Regarding the summative questionnaire of course instructors, most of the ratings of students were 8 or over, except in research skills. Course instructors rated students higher than social service agency supervisors except in research skills (see Table 6.10).

Agency supervisors had some suggestions and comments about the SLRS. Most of them felt that the service provided by students was useful and able to meet the needs of the agencies. The followings were some of the suggestions made in the in-depth interviews:

- (a) **Longer service duration.** Social service agency supervisors expressed that it would even be better if the service duration could be extended over one semester since a two month period was not enough for students' learning as well as serving the community.
- (b) **More personal training.** Social service agency supervisors wished that the students could have more training before the service practicum.

6.5.3 Course Instructors' Evaluation

Table 6.11 Sample Profile of Course Instructors (N=7)

Departments	Courses	Course Instructors
Politics and Sociology	SO203 Social Gerontology	Prof. Alfred Chan and Prof. David Phillips
Politics and Sociology	SO204 Society and Social Change	Dr. William Lee
Politics and Sociology	SO330 Crime and Delinquency	Prof. Alfred Chan and Prof. Peter Baehr
Management	BUS301 Strategic Management	Dr. James Pounder
Management	HRM352 Leadership and Teamwork	Dr. May Wong

Table 6.12 Results of Summative Questionnaire of Course Instructors (N=4)

Domains	Course Instructors (1 is the lowest; 10 is the highest)
Subject-related knowledge	7.75
Communication skills	8.00
Organizational skills	8.00
Social competence	8.50
Problem-solving skills	8.00
Research skills	6.50

A summative questionnaire was successfully collected from 4 course instructors. The average mean score was an 8 or over in communication skills, organizational skills, social competence and problem-solving skills, around an 8 in subject-related knowledge and only a 6.5 in research skills (see Table 6.11 and 6.12).

Qualitative comments from course instructors were almost all positive and they observed the learning competence of students from a different perspective, including:

- (a) ***Putting theory into practice.*** Course instructors reflected that the SLRS provided opportunities for students to work with the elderly and organizations and to put classroom learning into practice. The opportunities for organizing activities on-site were a fruitful experience for them.
- (b) ***Training organizational skills.*** Course instructors reflected that students could organize activities on-site and learn how to handle various activities skillfully, for instance, how to motivate children to be honest and to get what they want through hard work.
- (c) ***Understanding of the world situation.*** Course instructors reflected that students could actually see changes happening in real life situations, an experience that could not be gained from a traditional classroom teaching mode.

6.5.4 Program Coordinators' Evaluation

Table 6.13 Sample Profile of the Program Coordinators (N=3)

Name	Post	Role in SLRS
Ceci LAU Tsz Wai	Project Officer, APIAS	Program Coordinator
Helen LAU Wing No	Project Officer, APIAS	Program Coordinator
Carol MA Hok Ka	Project Officer, APIAS	Program Coordinator

Table 6.14 Results of Summative Questionnaire for Program Coordinators (N=3)

Domains	Program coordinators (1 is the lowest; 10 is the highest)
Preparation	6.56
Implementation	7.73
Quality assurance on students' learning	7.50
Students learning efficacy	8.22
Community impact	8.17

Since program coordinators are responsible for taking charge of the whole SLRS and the program implementation, they were not able to understand the changes in students in various aspects in great detail. Rather, they were more able to identify the pros and cons of the preparation work and implementation schedule, the macro changes in terms of the quality of the programs, student learning efficacy and to what extent the SLRS exerted impact on the community. Therefore, a summative questionnaire was distributed to program coordinators on the completion of the SLRS in a number of areas as listed in Table 6.14.

The average mean score for the rating of the implementation and quality assurance of student learning was over 7 and sometimes over 8 in aspects of student learning efficacy and the community impact created by the SLRS. However, the preparation stage was rated a 6.56. Although this is above average, the results show that more effort should be expended on the preparation of the SLRS in the second semester.

APIAS coordinators observed that students were eager to learn and willing to receive critical comments. The students' unfailing commitment impressed all the program coordinators, especially the students from the moral education theatre program. However, some note should be taken of improving the SLRS, including:

(a) Clearer briefing session. A more structured and clear briefing should be provided to SLRS students and social service agency supervisors at the opening session. A clearer logistic arrangement for the SLRS in the forthcoming semester should be provided.

(b) Longer service duration. Program coordinator expressed that it would be even better if the service duration could be extended over one semester.

(c) *Too many training sessions.* Program coordinator expressed that too much information and too many training sessions were given to students.

(d) *Affiliation to APIAS.* Program coordinator suggested that outstanding students the SLRS could be recruited as APIAS affiliated members serving as Lingnan ambassadors.

Part II Evaluation of SLRS (Second Semester)

6.5.5 Students' Evaluation

Table 6.15 Sample Profile of Students in SLRS (second semester) (N=84)

Sex	Frequency	Percentage (%)
Male	27	32.1
Female	57	67.9
Year of Study	Frequency	Percentage (%)
Year Two	25	29.8
Year Three	59	70.2

Regarding sex distribution, around 68% were female, 32% were male. 30% of the students were in their second year, 70% were in their third year.

In the second semester, the students were also instructed to rate their ability in the six knowledge domains on a 10-point scale (1=lowest, 10=highest) and to answer four optional open-ended questions. The pre-test and post-test questionnaires were self-administrated within two weeks after the commencement and completion of the programs respectively.

Table 6.16 Result of pre-test and post-test questionnaires

Domains	Pre-test (N=79)	Post-test (N=70)	Differences	Improvement
Subject-related knowledge	5.97	6.56	0.59 ($p=0.00$)	+14%
Communication skills	6.48	7.43	0.95 ($p=0.00$)	+15%
Organizational skills	6.22	7.19	0.97 ($p=0.00$)	+20%
Social competence	6.42	7.33	0.91 ($p=0.00$)	+15%
Problem-solving skills	6.35	6.94	0.59 ($p=0.00$)	+10%
Research skills	5.76	6.39	0.69 ($p=0.00$)	+15%
Learning impact	N/A *	7.30	N/A	N/A
Overall satisfaction	N/A *	7.34	N/A	N/A

* Learning impact and overall satisfaction were not measured in the pre-test questionnaire.

On the questionnaires, students were instructed to rate their ability in the six core domains (in the post-test, a few more questions on learning impacts and overall levels of satisfaction were also included to understand their general feelings toward the program) on a 10-point rating scale (1=lowest, 10=highest) and to answer six open-ended questions. The pre-test and post-test questionnaires were self-administrated within two weeks after the commencement and completion of the programs respectively. Table 6.16 shows the results before the commencement (pre-test) and on the completion of the SLRS (post-test). All of the differences in pre-test and post-test were significantly different.

In terms of subject-related knowledge, the students rated themselves a 5.97 before the commencement of the SLRS; however, after completing the SLRS, the mean score of their subject-related knowledge increased to 6.56. The score increased by 14%.

As for communication skills, the students rated themselves at 6.48 before the commencement of the SLRS; however, their mean score over this skill increased to 7.43 on the completion of the SLRS. The score increased by 15%.

In regard to organizational skills, the students rated themselves as 6.22 before the commencement of the SLRS; however, their mean score increased to 7.19 on the completion of the SLRS. The score increased by 20%.

As to social competence, the students rated themselves as 6.42 before the commencement of the SLRS. Their mean score increased to 7.33 on the completion of the SLRS. The score increased by 15%.

Regarding problem-solving skills, the students rated themselves a 6.35 before the commencement of the SLRS; however, their mean score over this skill increased to 6.94 on the completion of the SLRS. The score increased by 10%.

Last but not least, research skills rated by students also increased from 5.76 before the commencement of the SLRS to 6.39 on the completion of the SLRS. The score increased by 15%.

Amongst all key domains of the evaluation of the SLRS, students had the largest improvement on their organizational skills, which improved most significantly among the six domains, from 6.22 to 7.19 (+20%). On average, all key domains increased by around 15% (See Table 6.16).

Qualitative comments from students' log sheet demonstrating that the SLRS was beneficial to students in the following aspects:

- (a) ***Communication and interpersonal skills enhanced.*** In serving the community through activities, a students said “what I have learned most is how to communicate with the elderly by understanding their needs”, another “listening patiently is important while chatting with them.” The students also learned how to communicate with the commercial sector through encouraging shop dealers to join the Senior Citizen Card program and offer discounts to card holders.
- (b) ***Integration of theory and practice.*** Students, from the course of Health, Illness and Behavior reflected that they learned more about the health care system and nursing homes in addition to classroom lectures. The doctors in the nursing home also helped them to understand the patient-doctor relationship. This deepened their understanding of course materials.
- (c) ***Commitment to serving the community.*** Most of the students regarded their practicum as valuable and unforgettable, saying that “it was very rewarding and they gained a lot of satisfaction”. Having developed close relationships with the elderly and agency supervisors, they said they were willing to continue their service in the agencies and the community in the future, for example on a voluntary basis.

Beside their positive criticisms, the students had suggestions on ways to improve the program, including:

- (a) ***Turning it into a year-based project.*** The students suggested and preferred year basis programs rather than semester basis due to the sustainability of service.

- (b) *Closer relationship between lectures and practicum.* In order to relate lecture teaching and SLRS, SLRS programs should come before lectures, enabling students to catch up on their lessons. For instance, ward rounds with doctors should be after the lecture on the doctor-patient relationship. Additionally, they said that regular ward rounds with doctors were very rewarding and should be kept in the next year's programs.
- (c) *Identification of close social service agencies.* A few students suggested that the social service agencies could be closer to the Lingnan campus so that they could visit the agencies more frequently instead of having to make long commutes.

6.5.6 Social Service Agency Supervisors' Evaluation

Summative questionnaires were distributed to social service agency supervisors and 8 out of 10 summative questionnaires were successfully collected (see Table 6.17). The mean scores for the rating are all over 7. The usefulness of student services is the highest (8.22), indicating that all social service agency supervisors were satisfied with the performance of students (see Table 6.18).

Table 6.17 Sample Profile of Social Service Agency Supervisors (second semester) (N=10)

Name	Agency	Role in SLRS	No. of students served
Ms. Chan	Tin King Estate Baptist Lui Kwok Pat Fong Kindergarten	Coordinator and provide skills for students' service practicum	8
Mr. Wong	Haven of Hope Christian Service	Coordinator and provided skills for students' service practicum	9
Ms. Lee	Creative Kindergarten (Tuen Mun)	Liaison with parents and provided necessary help and materials to course instructors	8
Ms. Jeung	Ho Sau Ki School	Coordinator and provided skills for students' service practicum	8
Ms. Wong	NAAC Fu Tai Neighbourhood Elderly Centre	Coordinated students and decided the working direction of the service practicum	10
Ms. Tong	Tai Tung Pui Day Care Centre Cum Hostel	Coordinator and provided skills for students' service practicum	32
Ms. Cheuk	Yan Chai Hospital Tsz Ching Elderly Home Cum Day Care Unit	Coordinator and provided skills for students' service practicum	3
Mr. Yeung	Chi Ching School (English medium)	Coordinator and provided skills for students' service practicum	5
Mr. Lam	N/A	Coordinator and provided skills for students' service practicum	8
Ms. Chan	Tai Tung Pui Day Care Centre for the Elderly	Coordinator and provided skills for students' service practicum	8

Table 6.18 Results of the Summative Questionnaire by Social Service Agency Supervisors (second semester) (N=8)

Domains	Social service agency supervisors (N=8) (1 is the lowest; 10 is the largest)
Subject-related knowledge	7.38
Communication skills	7.56
Organizational skills	7.22
Social competence	8.00
Problem-solving skills	7.75
Research skills	7.13
Usefulness of the student service	8.22

A summative questionnaire was distributed to social service agency supervisors and 8 out of 10 sets of summative questionnaires were successfully collected. The mean score for the ratings were all over 7, showing that social service agency supervisors were satisfied with the performance of students. An 8 was given for the “usefulness of the student service” by the agencies. They also gave some suggestions on ways to improve the program via the questionnaire as well as the in-depth interview.

- (a) ***Longer service duration.*** Social service agency supervisors expressed that it would even be better if the service duration could be extended over one semester since only two months of providing service was not enough for students' learning as well as serving the community. Although a few considered the current duration reasonable, most of them preferred a longer service period. Frequent visits were desirable.
- (b) ***Devise questionnaires for service recipients.*** One of the program coordinators mentioned that a questionnaire could be developed by the students and distributed to the service recipients, e.g. the elderly, children and parents, to evaluate their service directly.
- (c) ***Room for improvement in learning attitude and efficacy.*** The program coordinators mentioned that most of the students had a good working attitude and efficacy towards their service practicum. They remained punctual, active, committed and responsible throughout the practicum and able to apply their knowledge learnt in class to their practicum. Moreover, they were to learn and adapt to the culture and practice of the agencies. However, some groups of students were not active and committed to the practicum.

6.5.7 Course Instructors' Evaluation

Summative questionnaires were distributed to the course instructors and four questionnaires were collected (see Table 6.19). The average mean score for the rating was above 7 in all aspects (see Table 6.20).

Table 6.19 Sample Profile of Course Instructors (second semester) (N=6)

Departments	Courses	Course Instructors
Politics and Sociology	SO327 Social Welfare and Social Problems in Hong Kong	Prof. Alfred Chan
Politics and Sociology	SO333 Health, Illness and Behaviour	Prof. Alfred Chan and Prof. David Phillips
Management	BUS301 Strategic Management	Dr. James Pounder
Chinese	CHI219 Creative Writing in Chinese	Prof. Leung Ping Kwan and Dr. Chan Chi Tak

Table 6.20 Results of Summative Questionnaire by Course Instructors (second semester) (N=4)

Domains	Course Instructors (N=4) (1 is the lowest; 10 is the highest)
Subject-related knowledge	7.38
Communication skills	7.25
Organizational skills	7.75
Social competence	7.75
Problem-solving skills	7.25
Research skills	7.00

The course instructors regarded learning through doing as a crucial component in teaching and learning. SLRS provided valuable opportunities for students to work in social service agencies and learned how to put classroom learning into practice.

6.5.8 Program Coordinators' Evaluation

Summative questionnaires were distributed to the two program coordinators on the completion of the SLRS (see Table 6.21). The program coordinators were required to rate in a number of areas as listed in Table 6.22. The average mean score for the rating of preparation, implementation and quality assurance on students' learning was over 7 and even over 8 in learning efficacy and community impact. Compared to the first semester, almost all aspects were improved, especially preparation. The rate of preparation rose from 6.56 to 7.83 in the second semester (see Table 6.22).

Table 6.21 Sample Profile of the Program Coordinators (second semester) (N=2)

Name	Post	Role in SLRS
Helen LAU Wing No	Project Officer, APIAS	Coordinator
Carol MA Hok Ka	Project Officer, APIAS	Coordinator

Table 6.22 Results of the Summative Questionnaire by Program Coordinators (N=2)

Domains	Program Coordinator (N=2) (1 is the lowest; 10 is the highest)
Preparation	7.83
Implementation	7.96
Quality assurance on students' learning	7.75
Students learning efficacy	8.17
Community impact	8.25

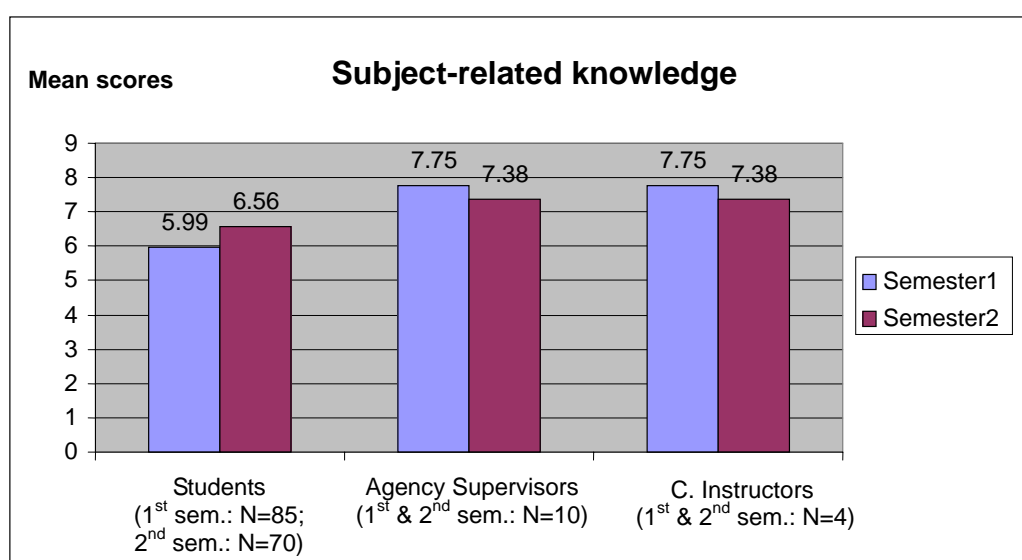
The substantial improvement in preparation was attributed to the knowledge gained in the first semester. Additional consultations with students were organized to facilitate their service practicum in the preparation stage of the second semester.

Part III: Comparison of Evaluation Results (mean scores from the Students, Social Service Agency Supervisors and Course Instructors between the First and Second Semesters)

6.5.9 Subject-Related Knowledge

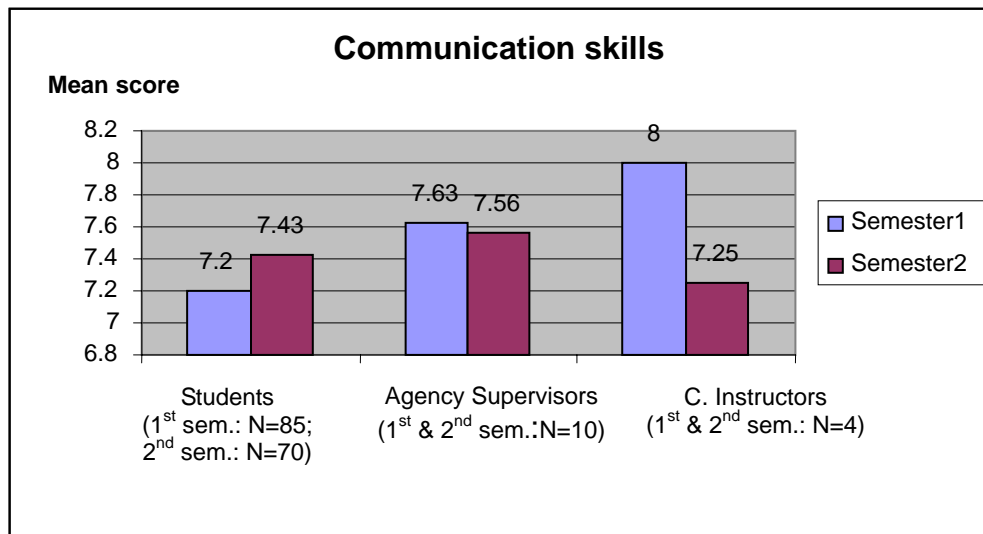
In the 1st semester, the ratings of the three parties towards students' subject-related knowledge were different: students rated the lowest rating, while social service agency supervisors and course instructors gave similar ratings. The same results happened in the 2nd semester, in which students gave themselves the lowest rating. In a comparison of the evaluation results, statistical significance is found in students' evaluation only (see Table 6.23).

Table 6.23
Comparison of mean score on subject-related knowledge in the 1st and 2nd semesters



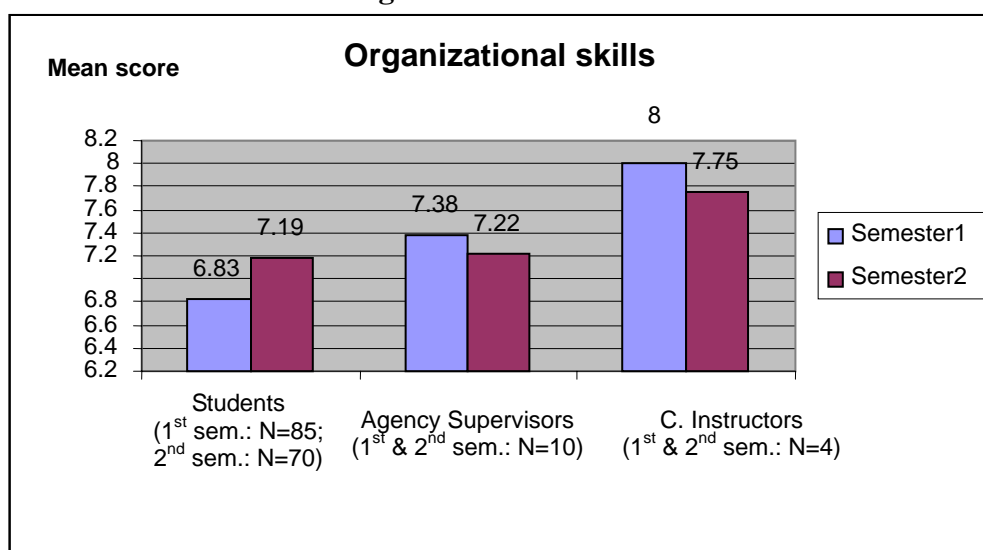
6.5.10 Communication Skills

In the first semester, the ratings of the three parties towards students' communication skills were different. In the 1st semester, the instructions gave the highest rating while students rated themselves the lowest. In the 2nd semester, the highest rating was from social service agency supervisors while the lowest rating was from course instructors. In comparison of the evaluation results, statistical significance is found in students' evaluation only (see Table 6.24).

Table 6.24**Comparison of mean scores on communication skills in the 1st and 2nd semesters**

6.5.11 Organizational Skills

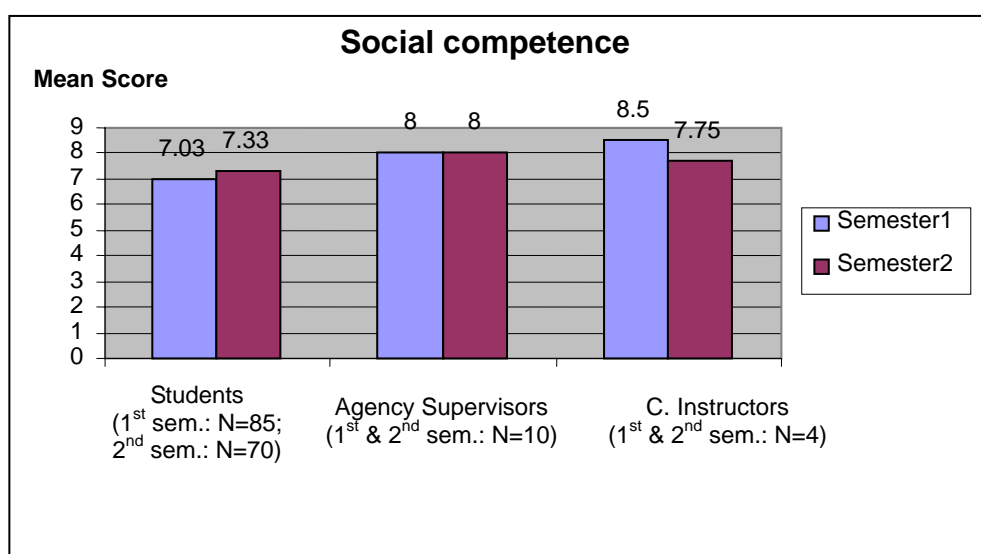
In the first semester, the ratings of the three parties towards students' organizational skills were different. In the 1st semester, the highest rating was from the course instructors while the lowest rating was from the students. In the 2nd semester, the highest rating was as well from course instructors while the lowest rating was from students. In comparison of the evaluation results, statistical significance is found in students' evaluation only (see Table 6.25).

Table 6.25**Comparison of mean scores on organizational skills in the 1st and 2nd semesters**

6.5.12 Social Competence

In the first semester, the ratings of the three parties towards students' social competence were different. In the 1st semester, the highest rating was from the course instructors while the lowest rating was from the students themselves. In the 2nd semester, the highest rating was from the agency supervisors while the lowest rating was from students. In comparison of the evaluation results, statistical significance is found in students' evaluation only (see Table 6.26).

Table 6.26
Comparison of mean scores on social competency in the 1st and 2nd semesters

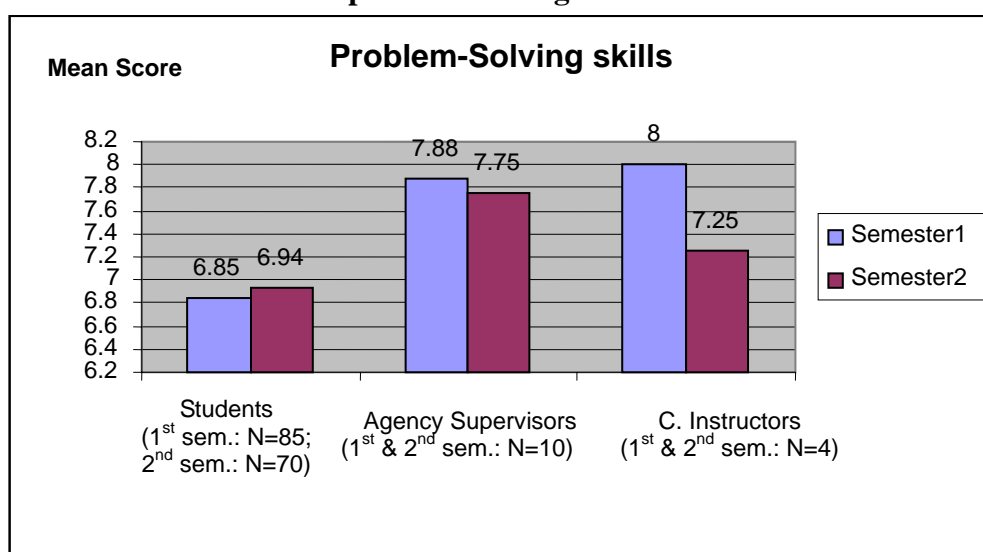


6.5.13 Problem-Solving Skills

In the first semester, the ratings of the three parties towards students' problem-solving skills were different. In the 1st semester, the highest rating was from the course instructors while the lowest rating was from the students. In the 2nd semester, the highest rating was from the social service agency supervisors while the lowest rating was from students. In comparison of the evaluation results, statistical significance is found in students' evaluation only (see Table 6.27).

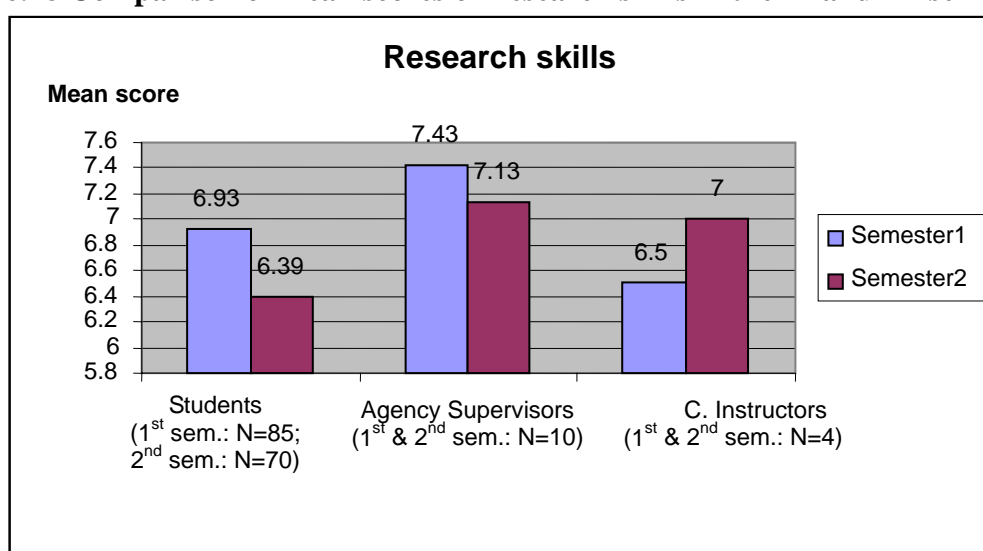
Table 6.27

Comparison of mean scores on problem-solving skills in the 1st and 2nd semesters



6.5.14 Research Skills

In the first semester, the ratings of the three parties towards students' research skills were different. In the 1st semester, the highest rating was from social service agency supervisors while the lowest rating was from the course instructors. In the 2nd semester, the highest rating was from agency supervisors while the lowest rating was from students. In comparison of the evaluation results, statistical significance is found in students' evaluation only (see Table 6.28).

Table 6.28 Comparison of mean scores on research skills in the 1st and 2nd semesters

Part IV: Comparison of Evaluation Results from the Program Coordinators between the First and Second Semesters

6.5.15 Preparation

The program coordinators reflected that the SLRS implementation in the 2nd semester was much smoother than the 1st semester due experience. The mean score increased from 6.56 in the 1st semester to 7.83 in the 2nd semester.

6.5.16 Implementation

The program coordinators reflected that the SLRS implementation in the 2nd semester was much smoother than the 1st semester due to experience. The mean score increased from 7.73 in the 1st semester to 7.96 in the second semester.

6.5.17 Student Learning Efficacy

Generally speaking, program coordinators observed that the learning efficacy of students in the 2nd semester was lower than the 1st semester, 8.22 to 8.17.

6.5.18 Quality Assurance on Students' Learning

Generally speaking, program coordinators found that the program quality was increased in the 2nd semester from 7.5 to 7.75. This could be attributed by the better preparation and implementation of work beforehand.

6.5.19 Community Impact

Generally speaking, program coordinators found that the SLRS exerted a larger community impact in the 2nd semester due to the better preparation, implementation and the better program quality. The mean score increased from 8.17 in the 1st semester to 8.25 in the 2nd semester.

6.6 Discussion and Conclusion

6.6.1 Discussion

Four essential outcomes and impacts of the Service-Learning program will be discussed, including the students' learning, academic teaching, agencies services and community impacts.

6.6.2 Students' Learning Efficacy

The University's main concern was that students participating in the SLRS should be equally competent in knowledge learning compared to their fellow students in the tutorial Mode. Hence, it is desirable to show the differences (or lack there of) between the two groups in their academic subject performance. For this purpose, an initial analysis based on students' marks/grades in continuing assessment, examination scores, and overall analysis of marks in two courses was performed.

Compared to non-SLRS students, SLRS students achieved better academic results, primarily due to the extra time and effort they put into the practicum and the subject-related projects. Table 6.29 shows the difference between SLRS and non-SLRS students in continuous assessment and final mark was statistically significant.

Table 6.29 T-test of academic performance in 1st semester

	Types of Assessment	Mean	Std. Deviation
SLRS students (N=75)*	Continuous assessment	83.28	5.09
	Exam	63.31	9.77
	Final marks	75.30	5.92
Non-SLRS students (N=102)*	Continuous assessment	69.65	11.6
	Exam	62.55	9.55
	Final marks	66.81	8.84

t-tests results showed that the two groups were significantly different in continuous and overall assessments

As expected, SLRS students achieved better results in continuous assessment because of their time commitment (more than 30 hours) and effort. Despite not taking tutorials, SLRS students recorded slightly higher marks (though not significant) in examinations than non-SLRS students by approximately 0.8, showing that SLRS students in general were not hinder by their additional time commitments. 20% of the SLRS students (15 out of 75) were given an A- or above, while only about 2% of their non-SLRS peers (2 out of 102). In other words, more than 88% of students (15 out of 17) given A- or above were SLRS students (see Table 6.30).

Table 6.30 Overall grade of SLRS and non-SLRS students in the 1st semester

SLRS/non-SLRS	Grade	Frequency	Percent
SLRS students (N=75)	A-/A	15	20.0
	B-/B/B+	47	62.7
	C-/C/C+	13	17.3
	Total	75	100.0
Non-SLRS students (N=102)	A-/A	2	2.0
	B-/B/B+	52	51.0
	C-/C/C+	45	44.1
	D+	1	1.0
	F	2	2.0
	Total	102	100.0

To ascertain that A-grade SLRS students were not simply pulled up by practicum marks, examination results (grades) were analyzed. Similarly, SLRS students performed better on examinations. Approximately 7% of the students were granted an A- or above compared to approximately 3% of non-SLRS students. In other words, 62.5% of the students (5 out of 8) given an A- or above were SLRS students (see Table 6.31).

Table 6.31 Exam grade distribution of SLRS and non-SLRS in the 1st semester

SLRS/non-SLRS	Grade	Frequency	Percent
SLRS students (N=75)	A-/A	5	6.7
	B-/B/B+	28	37.3
	C-/C/C+	36	48
	D/D+	6	8
	Total	75	100.0
Non-SLRS students (N=102)	A-/A	3	2.9
	B-/B/B+	40	39.2
	C-/C/C+	52	51
	D/D+	6	5.9
	F	1	1
	Total	102	100.0

In the second semester, the difference between SLRS and non-SLRS students in continuous assessment and final marks is statistically significant ($p=0.00$) (see Table 6.32).

Table 6.32: T-test of students' academic performance in the 2nd semester

Mode of study	Types of Assessment	Mean	Std. Deviation
SLRS students (N=47)*	Continuous assessment	79.52	19.26
	Exam	59.82	8.58
	Final marks	68.99	10.22
Non-SLRS students (N=159)*	Continuous assessment	69.89	7.78
	Exam	61.67	11.27
	Final marks	65.76	7.34

* *t*-test results show that the difference two groups in continuous assessment and final marks are significantly significant

On one hand, as expected, SLRS students achieved better results in continuous assessment because of their time commitment, usually more than 30 hours and effort. On the other

hand, SLRS students recorded slightly lower marks (59.82) in examination than non-SLRS students (61.87) by approximately 2 marks with no statistical significance.

Compared to non-SLRS students, SLRS students achieved better academic results, primarily due to the extra time and effort they put into the practicum and the subject-related projects. The final grade distribution of the SLRS and the non-SLRS students is shown below (see Table 6.33).

Table 6.33 Overall grade of SLRS and non-SLRS students in the 2nd semester

Mode of study	Grade	Frequency	Percent
SLRS students (N=47)	A-/A	8	17.0
	B-/B/B+	30	63.9
	C-/C/C+	4	8.5
	D-/D/D+	5	10.6
	Total	47	100.0
Non-SLRS students (N=159)	A-/A	11	7.0
	B-/B/B+	77	48.4
	C-/C/C+	69	43.4
	D-/D/D+	1	0.6
	ABS	1	0.6
	Total	159	100.0

It is shown that 17% of SLRS students score A- or above, which is much higher than that of non-SLRS students (only 7%), in particular that for SOC327 eight of the nine A-grade students participated in SLRS, accounting for approximately 90%. For B-grade students, the proportion of SLRS students (63.9%) is, again, much higher than that of non-SLRS students (48.4%) by 15%. However, proportionally non SLRS students got C and D grades too, indicating that SLRS may be a better way to differentiate good and mediocre performers.

Taking into consideration the different capacities of UGC and non UGC-subsidized students, it is found that two out of 30 SLRS students given B-grade and the five students scored D grades were non UGC-subsidized. It is, therefore, presumed that SLRS does not produce essential learning efficacy to those students.

Student learning was also reflected by their seminar presentations on the completion of the SLRS in the first semester and second semester. A total of 12 groups (51 students) attended the seminar, 8 groups for panel presentation (35 students) and 4 for poster presentation (16 students) were presented in the first semester while a total of 9 groups (27 students) jointed

the panel presentation. A panel committee formed by APIAS assessed students in terms of presentation skills and contents. The panel committee concluded that the students were knowledgeable, capable, enthusiastic, and conscientious. They were also able to reflect on practicum service objectively. Not only was the committee impressed by these well-organized and innovative presentations, students themselves learned from each other's presentations.

6.6.3 Academic Teaching

In order to assess whether SLRS can enhance academic teaching for students, course instructors were asked to evaluate whether SLRS Mode can enhance academic teaching, general comments were collected as follows:

- (a) ***Learning more on subject-related knowledge.*** Course instructors reflected that students learned more about the concepts and knowledge of the course through providing service practicum. It was because they were required to collect information and material on that course in order to better prepare for service work. Course instructors reflected that these sorts of services could motivate students to find suitable and appropriate information and increased their knowledge of the course.
- (b) ***Putting theory into practice.*** Course instructors reflected that the SLRS provided opportunities for students to work with the elderly and organizations and learned how to put classroom learning into practice. The chances of organizing activities on site were a fruitful experience for them and these sorts of experience cannot be obtained by students in a classroom setting.
- (c) ***Understanding of the world situation.*** Course instructors reflected that students actually saw changes happening in real life situations and this cannot be experience in a traditional classroom teaching Mode. These can also enhance the academic teaching.

6.6.4 Social Service Agency Services

In order to assess whether services provided by students in SLRS would be useful for social service agencies, program coordinators were asked to evaluate whether the SLRS Mode can enhance academic teaching, some general comments were collected as follows:

Social service agency supervisors reflected that the services provided by the students were useful since the students' attitudes were positive. The following are some direct quotations from social service agency supervisors on students' performance:

*"A coordinator mentioned 'Lingnan students are a **good example of how integration meets agency and community objectives**. Generally speaking, students' performance is satisfactory" (Sharon, Chomolongma Multicultural Community Centre).'"*

*"**The services are very useful** for our school because we lack personnel to arrange activities. The student helps us a lot" (Mr. Yeung, Chi Ching School).*

*"**The services enable the teachers in school, parents and children to learn a lot**. The programs can teach us how to manage the emotional and ethnical problems of the youth. All these problems are very difficult for parents to tackle with" (Ms. Chan, Tin King Estate Baptist Liu Kwok Pat Fong Kindergarten).*

6.6.5 Community Impact

The SLRS has so far demonstrated that students have learned well in both life skills and their subjects through service and production of a subject-related project. The positive impact they have created (e.g. University image, community solidarity) is also good. It was estimated that the programs, served about 1100 persons (approximately 408 elderly, 358 children and 330 adults, 1,096 in total). The ratio of students (92) to service recipients (1,096) is approximately 1:11.9. The details of estimated service recipients for each program are shown below (see Table 6.34):

Table 6.34 Estimated number of service recipients for each program in 1st semester

Programs	Number of students	Estimated no. of service recipients
I. Lingnan Health Care Ambassadors (LHCA)		
(1) Clinical Learning Program (Haven of Hope Christian Service)	4	80 elderly
(2) Social Activity Program (Haven of Hope Christian Service)	11	40 elderly
(3) Life Story Album (Haven of Hope Christian Service)	5	35 elderly
Subtotal	20	155 elderly
II. Lingnan Community Researchers (LCR)		
(1) Elderly Storyteller (Lui Lwok Pat Fong Kindergarten & Creative Kindergarten)	1	8 elderly 27 children
(2) Happy Family Shopping Day (Ho Sau Ki School)	4	100 children 50 adults
(3) Social Activity Program (Tai Tung Pui Social Service Building - Rehabilitation Centre)	5	50 adults
(4) Social Activity Program (Tai Tung Pui Social Service Building - Day Care Elderly Centre)	7	40 elderly
(5) Healthy Cafe Project (Tai Tung Pui Social Service Building)	23	Not applicable
(6) Social Activity Program (The Neighbourhood Advice-Action Council, Fu Tai Neighbourhood Elderly Centre)	9	150 elderly
(7) Social Activity Program (The Neighbourhood Advice-Action Council, Tuen Mun District Integrated Services Centre for the Elderly (Shan King))	4	50 elderly
(8) Moral Education Theatre (Lui Lwok Pat Fong Kindergarten & Creative Kindergarten)	13	40 parents 40 children
(9) Anti-Smoking Ambassadors Program (Ho Sau Ki School)	4	100 adults, 60 children 5 elderly
(10) Happy Family Shopping Day Fundraising (Ho Sau Ki School)	7	100 adults 100 children
Subtotal	77	920 people (103 elderly, 327 children and 330 adults / parents)
III. Lingnan Cross-Cultural Buddies (LCCB)		
(1) Chi Ching Primary School	8	16 children
(2) Ng Wo Public Primary School	5	15 children
(3) Chomolongma Multicultural Community Centre – Yuen Long Town Hall	5	30 adults
Subtotal	18	61 people (31 children & 30 adults)
Total (excluding Healthy café Project)	92	1,096 people (408 elderly, 358 children and 330 adults / parents)
Ratio (student to service recipients)		1 : 11.9

Table 6.34 shows that the Lingnan Health Care Ambassadors trained 20 student participants and served 155 older persons in the community. As for the Lingnan Community Researchers, it trained 77 students and served 920 people. The Lingnan Cross-Cultural Buddies (LCCB) trained 18 students and served in total 61 people. In total, the whole SLRS trained 92 students in Lingnan University. That means each trained student served nearly 12 service recipients in the community. The results were outstanding.

In the second semester, students continued to learn well in both life skills and their subjects through service and production of a subject-related project. The positive impact created (e.g. University image, community solidarity) was also good. It was estimated that the programs served about 1000 persons (710 elderly, 125 children, 100 parents, 20 mentally handicapped persons). The ratio of students (84) to service recipients (955) is approximately 11.4. The details of estimated service recipients for each program were shown below (see Table 6.35).

Table 6.35 Estimated number of service recipients for each program in 2nd semester

Programs	Number of students	Estimated no. of service recipients
I. Lingnan Health Care Ambassadors (LHCA)		
(1) Life Story Album (LSA)	9	40 elderly
(2) Yan Chai Hospital Tsz Ching Elderly Home Cum Day Care Unit (YCH)	3	250 elderly
(3) Writing Positive Life (WPL)	4	10 elderly
Subtotal	16	300 elderly
II. Lingnan Community Researchers (LCR)		
(1) Creative learning through magic (Lui Kwok Pat Fong Kindergarten, Creative Kindergarten & Ho Sau Ki School) (CLTM)	8	100 children 100 parents
(2) Business Projects (Tai Tung Pui) (BP)	28	100 elderly
(3) Social Activity (Rehabilitation Centre) (SARC)	4	30 mentally handicapped persons
(4) Social Activity (Day Care Elderly Centre) (SADCEC)	8	150 elderly
(5) Social Activity (The Neighbourhood Advice-Action Council, Fu Tai Neighbourhood Elderly Centre) (SAFT)	10	150 elderly
Subtotal	58	400 elderly, 100 children, 100 parents, 20 mentally handicapped persons
III. Lingnan Cross-Cultural Buddies (LCCB)		
(1) Chi Ching Primary School	5	25 children
(2) Happy Farming Scheme	5	10 elderly
Subtotal	10	25 children, 10 elderly
Total	84	955 persons (710 elderly, 125 children, 100 parents, 20 mentally handicapped persons)
Ratio (student to service recipients)		1 : 11.4

Table 6.35 shows that the Lingnan Health Care Ambassador trained 16 student participants and served 300 older persons in the community. As for the Lingnan Community Researchers, it trained 58 students and served 620 people. The Lingnan Cross-Cultural Buddies trained 10 students and served in total 30 people. In total, the whole SLRS in the second semester trained 84 students in Lingnan University and served 955 persons. That

means each trained student serve nearly 11 service recipients (similar to first semester with 12 service recipients) in the community. The results are outstanding.

6.6.6 Summary and Results

The validation protocol aimed at developing and validating an instrument comprising of six key domains, including subject-related knowledge, communication skills, organizational skills, social competence, problem-solving skills and research skills. The evaluation adopted both quantitative and qualitative evaluation methodology to evaluate the performance of student participants through multi-data sources. This provided a mechanism to cross-check the data collected from the evaluation results.

6.6.7 Structure of the Instruments

(a) Evaluation by Students (Mode 2 and 3)

A self-administrated pre-test questionnaire consisted of six items to assess the subject-related knowledge, communication skills, organizational skills, social competence, problem-solving skills and research skills. The questionnaire also assessed the effectiveness of the program and for additional comments from students in the above six aspects. The post-test questionnaire was similar to the first and included the original six domains. However, it has additional items that assess the learning impacts on students and the overall levels of satisfaction over the SLRS. Furthermore, weekly log sheets were required to be completed. Mode 3 students were also required to complete mid-term and final self-evaluation reports.

(b) Evaluation by Social Service Agency Supervisors (Mode 2 and 3)

A self-administrated summative questionnaire consisted of items including the subject-related knowledge, communication skills, organizational skills, social competence, problem-solving skills, research skills and whether services provided by students were useful for the agencies. Two open-ended questions were included about the overall impression of the implementation of the SLRS and the usefulness of students' service practicum. Moreover, they were required to conduct in-depth interviews at the end of each semester to assess how social service agency supervisors evaluated the learning attitude and efficacy of

students. For students in Mode 3, social service agency supervisors evaluated the attendance, work attitude and commitment over the service practicum.

(c) Evaluation by Course Instructors (Mode 2 and 3)

A self-administrated summative questionnaire was comprised of six core items, including the subject-related knowledge, communication skills, organizational skills, social competence, problem-solving skills and research skills. One open-ended question was included about overall comments on how the SLRS can enhance student learning. For students in Mode 3, the course instructor was also required to complete the mid-term assessment report, which focused on the nature of the service practicum, students' explorations of community service work, the six core domains as well as their attitude towards serving the community. Regarding the final assessment report, course instructors were required to add additional experience envisaged and observed by students outside the classroom, the core six domains, integration of theory into practice, service accountability and learning accountability.

(d) Evaluation by Program Coordinators (Mode 2 and 3)

A self-administrated summative questionnaire involved items on the overall evaluation of the program in terms of preparation, implementation, quality assurance of student learning, student learning efficacy and community impact. One open-ended question was included at the end of each core domains to reflect the personal views of program coordinators.

6.6.8 Outcome Performance of Students

A 10-point rating scale (1=lowest, 10=highest) questionnaire was distributed to all parties in order to evaluate students' performance, the results are as follows:

(a)Evaluation by Students: A total of 85 sets of pre-test and post-test questionnaires were received and analyzed in the 1st semester. In terms of the subject-related knowledge, the students rated themselves as 5.07 before the commencement of the SLRS; however, they had a great deal improvement after completing the SLRS, the mean score of their subject-related knowledge increased to 5.99. The score increased by 18%. In the 2nd semester, a total of 79 students completed and rated themselves as 5.97 before the commencement of the SLRS

and again had a great improvement in the 2nd semester, reached to 6.56. The mean score increased by 14%. The t-test showed that the difference in mean score was significant.

As for communication skills, the students rated themselves as 6.32 to 7.20 in their pre and post test respectively in the 1st semester, a 14% increase. A similar rating happened in the 2nd semester, the mean score increased from 6.48 prior to the commencement of the SLRS to 7.43 on the completion of the SLRS, a 15% increase. The t-test showed the difference in mean score was statistically significant.

In regard to organizational skills, the mean score increased from 6.07 to 6.82 in their pre and post test respectively in the 1st semester, a 13 % increase. As to the rating in the 2nd semester, it increased from 6.22 in the pre-test to 7.19 in the post-test, a 20% increase. The t-test showed the difference in mean score was significant.

As for social competence, the mean score increased from 6.19 in the pre-test to 7.03 in the post-test, a 14 % increase. In the 2nd semester, the mean score increased from 6.42 to 7.33, a 15% increase. The t-test showed the difference in mean scores was significant.

Regarding problem-solving skills, the mean score increased from 5.97 in the pre-test to 6.85 in post-test, a 15 increase. In the 2nd semester, the mean score increased from 6.35 in the pre-test to 6.94 in the post-test, a 10% increase. The t-test showed the difference in mean score was significant.

Last but not least, the mean score of research skills increased from 5.45 in the pre-test to 6.93 in the post-test in the 1st semester, a 27% increase. In the 2nd semester, the mean score increased from 5.76 in the pre-test to 6.39 in the post-test, a 15% increase. The t-test showed the difference in mean scores were significant.

Amongst all key domains of the evaluation of the SLRS, students had the largest improvement on their research skills in the first semester, increased from 5.45 to 6.93 (+27%). In the second semester, the largest improvement was on organizational skills, increased from 6.22 to 7.19 (+20%). On average, all key

domains increased by around 17%. These showed that students recognized a great improvement after attending the SLRS. This was a good start for the advocacy of Service-Learning programs amongst tertiary institutions in Hong Kong.

(b)Evaluation by Social Service Agency Supervisors: The average mean score for the rating was over 7 in all aspects in both the 1st and the 2nd semesters, showing that all social service agency supervisors were satisfied with the performance of students.

(c)Evaluation by Course Instructors: Regarding the rating of the summative questionnaire of course instructors over the students, most of the ratings were over 7 or 8, except research skills in the 1st semester. Course instructors rated higher than social service agency supervisors except in research skills. The overall performance was excellent from the perspective of course instructors.

(d)Evaluation by Program Coordinators: The average mean score for the rating of implementation and quality assurance on students' learning was over 7 or 8 in aspects of students learning efficacy and the community impact brought by the SLRS. However, the preparation stage was only rated a 6.56 but was greatly improved in the 2nd semester. This indicated that more effort should be paid for better preparation of the SLRS in the second semester.

6.6.9 Application of the Evaluation Model to the Service-Learning Program in Hong Kong

The SLRS was the first of its kind in Hong Kong. The pilot scheme in this year was launched by the APIAS, Lingnan University, with the collaboration of various social service agencies, course instructors from different departments as well as the full participation of students. The procedure and the outcome performance have been explained in detail in the previous sections.

For tertiary institutions that would like to carry out Service-Learning Programs, the current mode of evaluation was comprehensive in assessing the students' performance from different perspectives. For students, they know their changes best and they are the most

reliable source in assessing their changes on the completion of the SLRS. However, evaluation solely based on students is not enough. Social service agency supervisors monitored the performance of students from their professional perspective and therefore their valuable comments could help in providing supplementary information for evaluating the SLRS. Besides, course instructors will also provide their professional experience and observation of students' performance during lectures. These could also help identifying the strengths and the weaknesses of the students.

The evaluation model provides cross-checking on information collected by students, social service agency supervisors and course instructors. Furthermore, six core outcome indicators have been validated as instruments for the SLRS performance. It is not our purpose to argue whether the six identified domains are the most important indicators for Service-Learning Programs. However, literature has shown that Service-Learning Programs could help indicate the abilities of students in the six aspects. For tertiary institutions that would like to initiate Service-Learning Programs for students, the current evaluation model is a good one.

Section 7: Into the Future: Incorporating many Models and Developing a Theory for SLRS

The SLRS has demonstrated Lingnan's motto – “Education for Service” and its mission to equip Lingnan students with the “ABCs” (Adaptability, Brainpower and Creativity). The students learn subject knowledge, communication skills, organization skills, and problem solving skills through service practicum in our service-learning projects. University also gains a reputation when students are trying to build a positive image and being trained as community leaders. The community too has earned a great deal. For example approximately 200 students served about 2000 bodies, including the elderly people, ethnic minorities and mentally handicapped people in the local community. The course instructors find it a good practice for quality teaching and learning. The agency partners praises often our students' no-grumble attitude for voluntary involvements. The most important thing is that our students have also learned a great deal, not just to strengthen their book knowledge, but the application in real life. This is the realization of liberal art education.

There are different service-learning models designed by other faculty members, e.g. from Department of Philosophy and Department of Cultural Studies. These will continue to compliment the main SLRS model.

While we are pleased that Lingnan University has brought service-learning to Hong Kong and developed a model with Lingnanian characteristics, there are several tasks remain to be accomplished.

First of all, we would wish to develop a theory to guide our practice. But this is not an easy task. Though there are bits and pieces of typologies for service-learning documented in the US (e.g. Campus Compact), there is not at present a consensus for core theories used for service-learning. Cross-cultural adaptations too are issues for practices whether it is in ethnic, age, gender or class contexts. Without a theoretical foundation, Service-Learning in Hong Kong will be just a practice wisdom. Therefore, the development of a theory for service-learning in Hong Kong is a primary concern.

Developing modules or courses for Service-Learning is our second task. What we have done in previous years was to modify part of the course into a practicum (i.e. partial mode), so Service-Learning to stand alone as a full-fledged pedagogical package, it has to have its own course. The design will have to be flexible enough to accommodate students from most academic disciplines, and yet be sound enough in meeting the same academic standard as stipulated by the University. There are course models available from Campus Compact and some famous colleges e.g. University College at Berkeley. But again these need to be modified and tested for local uses.

Another task remains is the training of Service-Learning course instructors. So much we have read about Service-Learning, material mostly refers to students' learning without mentioning the importance of instructors being role models and reflective listeners. As 'doers' we do learn that doing Service-Learning is not easy for instructors. They have to have more devotion, more time for their students, more competent in communication (as instructors too are required to deal with agencies) and in general research (as university students involve in their own program evaluation), and more resourceful (as students always ask for resources). Not every instructor can be expected to perform at the beginning; and they should have training in order to acquire these qualities. The key is for these instructors to be at least 'reflective' (i.e. able to critically review oneself and express inner feelings), and be the best 'reflexive' (i.e. able to critically evaluate oneself and to transform the experience into other situations).

These and many are tasks ahead of us. Lingnan University has made a bold step forward in establishing the SLRS as the model of Service-Learning. We shall use this as a basic structure in supporting the future accomplishment of the tasks.

SECTION 8: Useful references for SLRS

Books/Journals

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Electronic references

Service-Learning Electronic Manual Information for students
http://service.csumb.edu/service_learning_manual/HTML/students.htm

A Community Service-Learning Manual for Youth Courts
www.crf-usa.org/YouthCourt/GivingBack_1.pdf

Community Service Manual
www.triangle.org/docs/commserv.pdf

Manassas Campus Service-Learning
www.nv.cc.va.us/manassas/buscomm/servlearn.htm

Service-Learning Writing Project
www.msu.edu/~loriaton/agreement.htm

National Service-Learning Clearinghouse
www.servicelearning.org

Service-Learning Project
www.aahe.org/service/srv-lrn.htm

Institutes/ Community for Service-Learning program

Junior Secondary Citizenship Education
jsce.ied.edu.hk/internet/university.htm

Leadership Qualities Centre
<http://www.hkbu.edu.hk/sa/template/administration/oato/service.htm>

Office of Service-Learning, Lingnan University
www.ln.edu.hk/osl

Program contents of the SLRS 2004-2006 (APIAS)

1. Lingnan Health Care Ambassadors (LHCA)

This program aims at promoting health education and elderly care services with agencies within medical care settings such as Haven of Hope Christian Service, Haven of Hope Woo Ping Care & Attention Home.

Program contents:

- Life Story Album Program – Students will help older persons develop a life story album. They will interview and discuss the elderly’s life stories.
- Health Care Program – Students will assist a nurse or a floor manager with work on clinical programs such as basic clinical tasks, including taking blood pressure, body weight, etc.
- Social Activity Program -- Students will assist agency’s social workers in carrying out mass programs or regular programs for the older persons.

2. Lingnan Community Researchers (LCR)

This program aims at training students with basic social research skills. Each group will be required to design a research project under the guidance of an experienced researcher.

Program contents:

- Smoking Prevention Ambassadors Program – Students will work with a group of elder people and secondary school students to discuss the impacts of smoking.
- Family Shopping Day – Students will work with a group of primary school students to organize a Family Shopping Day, which offers chances for intergenerational communication.
- Moral education Theater – Students will promote moral education and self-discipline to kindergarten students, and assist them in setting up a moral theater and performance tour after taking moral training workshops.
- Elderly Storyteller – Students will train the elderly, who will then tell story in kindergartens.
- Healthy Café Project – Students will write a business proposal for running a café in a hospital setting.

3. Lingnan Cross-Cultural Buddies (LCCB)

This program aims at cultivating cross-cultural and intergenerational communication among students and non-local (English-speaking) children and elderly residents.

Program contents:

- Lion Walk activity – Students will organize an outdoor activity with non-local (English-speaking) children and the older persons.
- Cultural performance program – Students will organize a cultural performance with non-local (English-speaking) children and elderly persons.
- Visiting Program – Students will visit non-local (English-speaking) children and elderly persons either at homes or nursing homes.

Program contents of the SLRS 2006-2007 (OSL)

Three different themes of programs have been expanded from the successful experience of SLRS in 2004-2006. They are:

Lingnan Health Care Program (LHCP)

Let's care our Health through doing health related Service-Learning Program. This program aims at promoting health education and elderly care services at elderly or medical care centers. Students will be trained as health care ambassadors under the supervision of professional and academic staff in medical settings.

---Health Education Programs: To enhance the psychological and physical health of our community

---Clinical Health Learning and Education Programs: To place university students in hospitals and clinical wards to learn about new developments and knowledge in the health care industry, including health knowledge, basic caring skills and health service management skills

Lingnan Community Care Program (LCP)

Let's care our community through doing civic engagement related Service-Learning Program. This program aims at enhancing the development of civic engagement skills among students in different settings through inter-generational and cross-cultural activities.

----Youth Programs: To increase the awareness of community needs and to promote the civic engagement through different youth programs.

----Elderly Programs: To expose the life history of older persons and to learn and to share about life value through different social activities in different settings, like Nursing Home/Elderly Centre/ Adult-Day-Health-Care Centre/ etc.

----Youth-Elderly (inter-generational) Programs: To enhance inter-generational solidarity by providing opportunities for younger and older generations to learn and work with each other.

----Ethnic Minority Group Programs: To facilitate the integration of students and non-local residents, thereby promoting social integration and enlargement of their support networks in the community

Lingnan Service-Learning Evaluation Program (LS-LEP)

Let's build a quality community through making improvements by employing different evaluation researches. This program aims at training students with basic social research skills. Each group is required to design a research project under the guidance of an experienced researcher.

---Health Care Research Program: To provide resourceful areas for conducting research in health care settings, particularly for the validation of health care related protocols and longitudinal research which is difficult to carry out in a normal setting

----Community Based Research: To investigate the need and fill in the gap between practical and theoretical aspects through doing basic needs assessment and evaluation research

Forms of service practicum

Forms of service practicum	Learning tasks
One to one work	<ol style="list-style-type: none"> 1. To identify the needs of the assigned case through interviews, home visits, personal contacts and others. 2. To suggest intervention strategies for the assigned cases, which apply the learnt skills from the selected courses.
Group work	<ol style="list-style-type: none"> 1. To learn how to organize group activities and improve group development processes and group dynamics.
Community programs	<ol style="list-style-type: none"> 1. To organize mass activities, for example, exhibitions, workshops and to learn how to liaison with different parties in the community.

Appendix 3

Training schedule of the SLRS (2004-2006)

No	Session	Duration	Venue	Training	Trainer
FIRST SEMESTER					
Lingnan Health Care Ambassadors					
1	3 sessions	Around 15 hours	Lingnan University	General training: communication skills, organizational skills, self-discipline, adaptation & leadership training workshops	APIAS and professional trainers
Lingnan Community Researchers					
1	4 sessions	Around 20 hours	Lingnan University	General training: communication skills, organizational skills, self-discipline, adaptation, leadership training and research knowledge	APIAS and professional trainers
Lingnan Cross-Cultural Buddies					
1	3 sessions	Around 15 hours	Lingnan University	General training: communication skills, organizational skills, self-discipline, adaptation & leadership training workshops	APIAS and professional trainers
SECOND SEMESTER					
1	5 sessions for three types of programs	Around 15 hours	Lingnan University	General training: communication skills, organizational skills, self-discipline, adaptation, leadership training and research knowledge. Further trainings on team spirit, understanding oneself, character development and creativity has been provided	APIAS and professional trainers

Course outline of SOC203 Social Gerontology

Course Title	: Social Gerontology
Course Code	: SOC203
Recommended Study Year	: All year
No. of credits/semester	: 3
Mode of Tuition	: Lecture, Tutorial and Service-Learning
Class Contact Hours	: 3 hours a week
Category of Major Prog.	: Elective
Discipline:	: Sociology
Prerequisite:	: Nil
Co-requisite:	: Nil
Brief Course Description	: This course introduces students to social gerontology and its concerns with the impact of human ageing on all aspects of society. Gerontology is a multi-disciplinary field which studies the interrelated biological, psychological and social aspects of human ageing. It examines contemporary social issues and policy aspects of ageing and to encourage students to think about, analyse and project the effects of population ageing on political, economic, social welfare, cultural and recreational policies. Besides, the course will examine both individual and societal issues, measures of ageing and health - physical and mental - and quality of life.
Aims	: The course aims to show that older people can be regarded as a resource and ageing should be viewed positively - productive ageing, successful ageing and the current WHO policy framework <i>Active Ageing</i> . When individuals age, biological changes may be accompanied by changes in behaviour and social status, which can lead to changes in social relations and attitudes towards life in general, with which some people cope better than others (“successful ageing”).
Learning Outcomes	: The students will learn the implications of population ageing which necessitates a thorough examination of present and future political, social, welfare, health and economic policies. Students will need to think about the impacts on all sectors: accommodation, employment, transport, environmental design, education, health and social welfare, leisure and tourism and on the future of families and family relations.

1 An introduction to social gerontology and ageing in the Asia-Pacific region

- a) Gerontology and social gerontology: definitions and multidisciplinary perspectives
- b) What is human ageing? Chronological, biological, psychological and social ageing
- c) The demography of ageing: key population and health measures; demographic transition

Demographic ageing in the Asia-Pacific region – a brief introduction:

- d) Ageing trends in the world, Asia-Pacific region, Hong Kong and China
- e) Factors affecting population ageing; life expectancy; reducing family sizes; epidemiological change (examples from HK and the Asia-Pacific)

2 Social perspectives and social policy issues

- a) The social theories of ageing
- b) Ageing, individuals, families and society: social support, changing (reducing) family size and structures
- c) The concept of dependency: physical, economic, active life expectancy.
- d) Respect for old age in the East and West; filial piety
- e) Defining old age as a social problem; ageism and the “moral panic”
- f) What is social policy? areas of social policy of special relevance to ageing: *Active Ageing* – a WHO Policy Framework (see also 4d below)

3 Biological and psychological contexts of ageing

- a) Biological theories of ageing and physiological changes with age
- b) Introduction to psychological ageing and cognitive changes with ageing: intelligence, learning and memory; life-span development
- c) Ageing and some disorders; depression, dementias/Alzheimer’s disease
- d) Adjustment in later life: successful ageing; attitudes to past, present; death, dying and bereavement; stress, coping and adaptation
- e) Quality of life issues; environmental issues

4 Economic perspectives; Productive ageing and Active Ageing

- a) Economic implications of population ageing and demographic patterns - moral panic (see also 2e);

- macro-economic features
- b) Work and retirement; paid and non-paid roles and activities; economic status of older persons and the risk of elderly poverty
- c) “Productive ageing”; continued work and employment; older volunteers; new markets – older persons
- d) Active ageing: a WHO Policy Framework (see 2f above)
- e) Retirement and elderly people in HK, China and the region

5 Ageing and health

- a) Epidemiological concepts: morbidity, mortality; infectious and chronic diseases; biological ageing; health status, disability
- b) Epidemiological (health) transition; general concept, uses of ET
- c) Epidemiological transition and population ageing in HK & China
- d) Implications of ageing trends for health /health care and policy

6 Living arrangements of older persons: housing and accommodation

- a) Housing and living arrangements of elderly people (the housing continuum)
- b) Long-term care; Care in the community and institutional care; home care; deinstitutionalization; ageing in place
- c) Family, friends and social supports (Social care)
- d) Accommodation for older persons in HK and China

Teaching Method	: Weekly lectures, tutorials, seminar presentation/discussions, or Service-Learning.
Measurement of Learning Outcomes	: Learning outcomes will be assessed by tests, term paper, tutorial presentation and participation (for tutorial mode only), Service-Learning performance (for Service-Learning mode only) and examination.
Assessment	: (i) <i>Continuous assessment</i> (60%): TUTORIAL MODE STUDENTS: 40% for a project presentation (small group of 2 students) and an individual written term paper/essay (no more than 3000 words); 20% for student participation in and contribution to tutorials

Instructions for term paper/essay: The essay can be either one of the following: a) a report using perspective(s) in criminology to analyze material/observation obtained in practicum. b) a paper with its title approved by the tutor.

Requirement for term paper/essay: *Please note that the essay will be assessed on the basis of its overall quality, but it should include:*

- a) A concise statement about the issues/topic and why it is important in the study of crime and delinquency.
- b) References to appropriate concepts/theories.
- c) Empirical examples from HK, other Asian countries or internationally, as appropriate.
- d) A Bibliography/List of References of all sources consulted and of all works/authors mentioned in the text. This is essential. Without such a list of reference (in proper academic style), the essay will be reduced by at least one grade. The Reference list may be in numerical style or Harvard style. This involves author's name and date of publication cited in text, e.g. Wong (1998); Smith (1996)

Continuous assessment for SERVICE-LEARNING MODE: self-reflection essay (20%), group project (20%) and task performance ratings in SLRS projects (20%) (please note that only about half of the students can be accepted into the Scheme). For the nature of the Scheme, please visit our website (www.LN.edu.hk/apias/slrs)

- (ii) Examination (40%): One final examination paper, essay type questions

Course outline of SOC330 Crime and Delinquency

Course Title	: Crime and Delinquency
Course Code	: SOC330
Recommended Study Year	: All year
No. of credits/semester	: 3
Mode of Tuition	: Lecture, Tutorial and Service-Learning
Class Contact Hours	: 3 hours a week
Category of Major Prog.	: Elective
Discipline:	: Sociology
Prerequisite:	: Nil
Co-requisite:	: Nil
Brief Course Description	: This course provides students with an understanding of the domestic, regional and international dimensions of crime and delinquency. Special attention is accorded to relevant theories; to the study of organized criminal networks; to the institutions of control, justice and treatment; to correctional services in the local community; and to problems of social policy.
Aims	: This course aims to enable student to understand the nature of crime and delinquency, its causes and correlations, several updated theories, as well as the current strategies being used to control and eliminate delinquency.
Learning Outcomes	: Students are expected to be able to understand the definition, measurement, important factors, control, major theories and current issues of crime and delinquency, as well as the criminal justice system and correctional system. Students are also expected to define and explore political, state and transnational / multinational crimes.
Indicative Content	<p>: 1 Crime patterns, causation and treatments in Hong Kong Society: an overview</p> <ul style="list-style-type: none"> a “Traditional” crime b Organized crime c White collar crime d Political crime e Crime without victims: addiction, prostitution f Global crimes and security g Causation: from biological to social causes

- h Crime, criminal law and law enforcement (the police)
- i The criminal justice system in Hong Kong

2 Juvenile Delinquents in Society

- a The nature and extent of juvenile delinquency
- b The family, school and community and delinquency
- c Juvenile gang patterns
- d The juvenile court

3 The Criminal: delinquents, young & old, and victims of criminal acts

- a The addict and crime
- b The sex offender
- c Crimes against and committed by older persons

4 Theories of Crime

- a Functionalist and Anomie theories
- b Symbolic Interactionist and labeling theories
- c Control theories
- d Radical Criminological and Feminist Criminological theories

5 Treatment and Control of Crime and Delinquency

- a The correctional system: the prison
- b Institutions for delinquents
- c Community treatment and prevention programs
- d Probation and parole

6 Transnational and State Crimes

- a The economic aspect of crime in the transitional period
- b The problem of smuggling
- c Crimes of War and international criminal tribunals
- d The serial and mass killer
- e Genocide
- f The “Multinational Criminal”

Teaching Method	: Weekly lectures, tutorials, seminar presentation/discussions, or Service-Learning.
Measurement of Learning Outcomes	: Learning outcomes will be assessed by tests, term paper, tutorial presentation and participation (for tutorial mode only), Service-Learning performance (for Service-Learning mode only) and examination.

Assessment

- : (iii) *Continuous assessment* (60%): TUTORIAL MODE STUDENTS: 20% for a project presentation (small groups of 3-4 students) and tutorial participation; and 40% for an individual written term paper/ essay

No more than 3,000 words are expected for the paper.

Continuous assessment for SERVICE-LEARNING MODE (60%): 20% on self-reflection essay, 20% on group project and 20% task performance ratings. Also see separate instruction sheet provided at initial lecture meetings. Or visit the website: www.LN.edu.hk/apias/slrs

- (iv) Examination 40%

Course outline of SOC327 Social Welfare and Social Problems in Hong Kong

Course Title	: Social Welfare and Social Problems in Hong Kong
Course Code	: SOC327
Recommended Study Year	: All year
No. of credits/semester	: 3
Mode of Tuition	: Lecture, Tutorial and Service-Learning
Class Contact Hours	: 3 hours a week
Category of Major Prog.	: Elective
Discipline:	: Sociology
Prerequisite:	: Nil
Co-requisite:	: Nil
Brief Course Description	: This course examines the social problems and social welfare policies in Hong Kong with reference to welfare systems in other countries. The causes of social problems in contemporary Hong Kong as well as using welfare as a mean for containing social order will be investigated. The course helps students to explore key social theories of welfare and its functions, to understand service domains (health and social care, education, housing etc.) and targets in Hong Kong (children and youth, disabled, and older persons etc.). Formulation of public policies in response to the changing contexts of societies will also be addressed.
Aims	: This course provides students with conceptual tools to understand and analyze social problems and social welfare policies in a cross-national perspective. Upon completion of the course, students will be able to critically assess problems, values and institutions underpinning social welfare and social security policies, to understand the determinants of such policies in a cross national perspective, and to understand the important social welfare policy models and paradigms. They will be equipped to apply these analytical principles to contemporary social welfare and social security in Hong Kong.
Learning Outcomes	: Students will learn from this course relevant theories of social welfare and mainstream perspectives on social problems. The course will also equip students with an understanding in issues

of public policy and how social problems can be tackled by the government. Noting the importance of social securities in welfare, issues relating to social security systems, unemployment, and other benefits will be discussed in details; hence students will be given an overall understanding on these issues. Cross comparison of these issues with other countries will also broaden students' perspective on the subject.

Indicative Content

- 1 Introduction: welfare as a means to resolve social problems**
- 2 Relating social problems to social welfare**
 - a. Socio-Economic Structure, Human Needs, and the need for social welfare and Social security
 - b. What is social welfare: broad definitions
 - c. Scope of social welfare: health, personal services, education/training, housing, anti-corruption etc.
 - d. Theories of social welfare and social security: institutional Vs remedial; universal Vs selective; market Vs plan economy
- 3 Social welfare issues in Hong Kong**
 - a. Historical background: from nil to quasi-socialist to shared responsibility
 - b. Social welfare and social security policies in Hong Kong: priorities now
 - c. Changing needs in welfare: driven by population, urbanization and technological development, political awareness, dominant ideologies and government policies
 - Health, income support (social security) & personal care
 - Long term care for the needy: disabled, chronically ill and the frail elderly
 - education and training
 - housing
 - environment and accessibility (transport)
 - law and order: crime prevention, anti-corruption, protection and rehabilitation
 - political representation of disadvantaged groups: disabled, women, ethnic minorities and older persons

4 The future of social welfare: shared care for life quality

- a. Shifting responsibilities - the end of the welfare state, the rise of shared responsibilities
- b. Balancing technology and moral concerns: technology & human divide (cross-generations), human reproductive technology & ethical concerns
- c. Preparing for challenges of an ageing world

Teaching Method : Weekly lectures, tutorials, seminar presentation/discussions, or Service-Learning.

Measurement of Learning Outcomes : Learning outcomes will be assessed by tests, term paper, tutorial presentation and participation (for tutorial mode only), Service-Learning performance (for Service-Learning mode only) and examination.

Assessment : (v) *Continuous assessment* (50%): TUTORIAL MODE STUDENTS: 10% for a project presentation (small groups of 3-4 students), 20% for tests (x2, 10% each) and tutorial participation plus 20% for an individual written term paper/ essay

2,000 to 3,000 words are expected for the paper.

Continuous assessment for SERVICE-LEARNING MODE : See separate instruction sheet provided at initial lecture meetings. Or visit the website: www.LN.edu.hk/apias/slrs

(vi) Examination 50%

Course outline of SOC333 Health, Illness and Behaviour

Course Title	: Health, Illness and Behaviour
Course Code	: SOC333
Recommended Study Year	: All year
No. of credits/semester	: 3
Mode of Tuition	: Lecture, Tutorial and Service-Learning
Class Contact Hours	: 3 hours a week
Category of Major Prog.	: Elective
Discipline:	: Sociology
Prerequisite:	: Nil
Co-requisite:	: Nil
Brief Course Description	: This course provides a social psychological and medical sociology perspective to health and illness and human behaviour in reaction to health and illness. The course introduces Chinese and Western conceptualizations of health and illness; social epidemiology – how people and the human and physical environments are associated with health and disease and key current issues and debates in health and medical fields including the doctor-patient relationship, medicalization of illnesses, professionalization of the medical and para-medical professions, patient behaviour and rights and principles of diagnostic criteria.
Aims	: The aim of the course is to equip students with, in a sociological framework, a basic understanding on the concepts of health and illnesses, Hong Kong and some Western health care systems, doctor-patient relationships and measures which have been adopted to improve health and quality of life.
Learning Outcomes	: Students will be expected to appreciate the basic social principles of health and illness and socio-cultural and health care system factors influencing health consumer behaviour. They should also acquire a sound understanding of the principles underpinning the relationships between the environment (social and physical) and infectious diseases (such as malaria, HIV/AIDS, SARS and dengue fever) and non-communicable diseases such as cancers and heart disease.

Indicative Content	<p>: 1. Introduction- defining health, illness etc Defining health and illness: physical, psychological and sociological perspectives</p> <ul style="list-style-type: none"> a. concepts of health and illness: examples of pregnancy & depression b. historical development of Western and Chinese medicine <p>2. Social epidemiology</p> <ul style="list-style-type: none"> a. epidemiological triad: diseases and environment b. illustrations: various conditions and diseases with environmental associations <p>3. Organization of community healthcare and hospital services</p> <ul style="list-style-type: none"> a. healthcare provision at the community levels (primary health care) b. hospital services (secondary, tertiary health care) c. Community care, hospital care or what combinations? <p>4. Health beliefs and practices: cultural differences?</p> <ul style="list-style-type: none"> a. The healthcare system: policy and service delivery b. Setting priorities at a time of limited resources c. Controversies: creating lives to save lives – PGD and tissue typing <p>5. Behaviour as diagnostic indicators and the medical model</p> <ul style="list-style-type: none"> a. The curative process: diagnosis, treatment and rehabilitation b. Primary, secondary and tertiary preventions in healthcare <p>6. Health & illness behaviour: the sick role</p> <ul style="list-style-type: none"> a. doctor-patients relationships b. empowering the patients through health promotion <p>7. Consumer behaviour in healthcare services</p> <ul style="list-style-type: none"> a. Consumption and utilization of health services; accessibility and utilization b. What do consumers want? quality, choice, affordable price, access
Teaching Method	: Weekly lectures, tutorials, seminar presentation/discussions, or Service-Learning.
Measurement of Learning Outcomes	: Learning outcomes will be assessed by tests, term paper, tutorial presentation and participation (for tutorial mode only), Service-Learning performance (for Service-Learning mode only) and examination.

- Assessment : (vii) *Continuous assessment* (50%): TUTORIAL MODE
STUDENTS: 20% for a project presentation (small groups of 3-4 students) and tutorial participation, 30% for an individual written term paper / essay
- 2,500 maximum for the paper.
- Continuous assessment for SERVICE-LEARNING MODE: See separate instruction sheet provided at initial lecture meetings. Or visit the website: www.LN.edu.hk/apias/slrs*
- (viii) Examination (50%): one final examination paper
- Essential Readings : Freund P.E.S. and McGuire M.B., *Health, illness, and the social body: a critical sociology*. Prentice Hall: Englewood Cliffs, 1997.
- Cockerham W.C., *Medical sociology*. Prentice Hall: Englewood Cliffs, 1998, 2001.
- Hay J.W., *Health care in Hong Kong*. Hong Kong: Hong Chinese University of Hong Kong Press, 1991.
- 方玉輝、陳兆儀、黃周少芳、吳梓江：《家庭醫學》，香港：中文大學出版社，2000。
- Supplementary Readings : Chan, Cecilia Lai-wan, *Social work intervention in health care: the Hong Kong scene*. Hong Kong: Hong Kong University Press, 1997.
- Close, Diana, *Bereavement support in oncology social work: group intervention with relatives and friends*. Melbourne: Medical Social Work Dept., Peter MacCallum Cancer Institute, St. Andrews Place East Melbourne, 1995.
- Dept. of Social Work and Social Administration, University of Hong Kong, *Therapeutic groups in medical settings*. Department of Social Work and Social Administration, Resource Paper series no. 25., University of Hong Kong, 1996.
- Freund, Peter E.S., *Health, illness, and the social body: a critical sociology*. Prentice-Hall, Inc., 1991.
- Guyton, Arthur C., *Human physiology and mechanisms of disease*. Philadelphia : W.B. Saunders. 5th ed, 1992.
- Hutcheon, Robin, *Beside manner, hospital and health care in Hong Kong*. Hong Kong: Chinese University Press, 1999.

McCracken, Kevin and Phillips, David R., International demographic transitions. In G.J. Andrews and D.R. Phillips (eds) *Ageing and Place*. London: Routledge, 2005, pp. 36-60.

McFalls, Joseph A., Population: a lively introduction. 4th edition or earlier. *Population Bulletin*, 58, 1, December. Washington, DC: Population Reference Bureau, 2003.

Northern, Helen, *Clinical social work: knowledge and skills*. New York: Columbia University Press, 1995.

Phillips, D.R. and Verhasselt, Y. (eds.), *Health and development*. London: Routledge, 1994.

Turner, Francis J., *Differential diagnosis and treatment in social work*. New York: Free Press, 1995.

Vander, Arthur J., *Human physiology: the mechanisms of body function*. New York: McGraw-Hill. 6th ed., 1994.

Wang, Cho-ch'i., *The role of medical social workers and their relationship with doctors and nurses in Hong Kong hospitals*. Occasional paper: Hong Kong: Hong Kong Institute of Asia-Pacific Studies, Chinese University of Hong Kong, 1998.

Selected Websites of HK Government and WHO, etc, will be provided in lectures

For official use only

Enrolment No: _____

Office of Service-Learning (OSL), Lingnan University
“Service-Learning and Research Scheme 2006-2007”
Enrolment form (for students)

Important notes for students:

- (1) This application form should be completed in **BLOCK LETTERS**.
- (2) The information provided in this form will be used for appointment to Service-Learning and Research Scheme (SLRS) purposes only.
- (3) Should you have any enquiries about this program, please contact our S-L coordinator at 2616-8178 or email her via osl@ln.edu.hk.

*You should submit your application form **by today**. Please return your application form at collection box at the office of Service-Learning, Lingnan University.*

A. Personal Particulars

Name: _____ (Chinese) _____ (English)

Sex: _____ Stream / Year: _____

Student ID: _____ Address: _____

Email: _____ Mobile Phone: _____

Home Tel No _____ Fax No (if available): _____

B. Service Practicum

The following information you provide will help OSL to allocate suitable social service agencies regards to your area of interests. Please put a “√” in the following boxes to indicate your interests.

I. Lingnan Health Care Program (LHCP) 嶺南健康關懷計劃:

- (1) ☐ Health Education Programs 基礎社區健康教育
- (2) ☐ Clinical Health Learning and Education Programs 臨床健康實習推廣

II. Lingnan Community Care Program (LCP) 嶺南社區關懷計劃:

- (1) ☐ Youth Programs 青少年計劃
- (2) ☐ Elderly Programs 長者計劃
- (3) ☐ Youth-Elderly (Inter-generational) Programs 跨年代計劃
- (4) ☐ Ethnic Minority Group Programs 少數族裔計劃

III. Lingnan Service-Learning Evaluation Program (LS-LEP) 嶺南研究計劃

- (1) ☐ Health Care Research Program 健康照護研究
- (2) ☐ Community Based Research Program 社區為本研究

C. Mode of Study

Please put a “√” in the following boxes to indicate your mode of study. If you participate in Mode 2 and 3, you should also write down (integrated) course(s) you are taking.

1 st semester	2 nd semester
Mode 1 (ILP-based)	No course will be integrated into this Community-based service-learning mode.
Mode 2 (Semester-based)	Integrated course(s): e.g. SOC 333 Health, Illness and Behaviour _____ _____ _____
Mode 3 (Year-based)	_____ _____ _____

Declaration:

I _____ (student name) declare that the information given in this application form is correct and completed to the best of my knowledge.

I agree to devote not less than 30 hours, effective from _____ (dd/mm/yy) to 1st Dec, 2006 in order to fulfill the learning and service objectives. I have reviewed and agreed to adhere to the Service Practicum Manual and the policies of my site. Also, I understand and accept the terms and conditions as stated in the Personal Data (Privacy) Ordinance, participant privacy consent form and rules specified by OSL, course instructors and service agency.

I will discuss any concerns about this placement with the site supervisor and when necessary, with the course instructor.

_____ Student's Signature	_____ Date
_____ Printed Name	

Office of Service-Learning, Lingnan University

Student's attendance record
(For Social Service Agency Supervisors)

For Official Use Only
Enrolment No.

Name of student: _____ Name of course
 instructor: _____

Service agency: _____ Department: _____

Attendance					Remarks	
No.	Date	Start	Finish	Total hours	Punctuality (A-E)*	on-going project(s)
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						

Additional comments from agency supervisor/course instructor

* A: Excellence B: Good C: Satisfactory D: Average E: Poor

**Office of Service-Learning (OSL), Lingnan University
“Service-Learning and Research Scheme 2006-2007”**

**Privacy and personal data protection
(Guidelines for Course Instructors & Students)**

The Purpose of the following guideline is to sensitize students’ awareness to the recent implementation of the Personal Data (Privacy) Ordinance (PDO) and to minimize the risk of being unintentionally involved in a breach of specific areas of the Ordinance.

Data Protection Principles

The content of all written materials handed in to course instructors should be free from personal data or information leading to the direct identification of clients. All client information should be made anonymous. In the case of community work projects, the exact location or names of districts can be verbally mentioned but not recorded; numbers can be used to denote households.

Client’s Right to be Informed

In circumstances requiring the collection of personal data, the Ordinance requires clients to be explicitly or implicitly informed, hence the identity of the Lingnan University student and the main purposes for which the personal data will be used should be properly disclosed to clients.

Fairness of Interpretations Made

With the help of course instructors, students should make sure that their description and interpretation of clients’ behaviour is evidenced, impartial, and non-judgmental. They should also be mindful of the accuracy of the information recorded and the legitimacy and fairness of the interpretation and analysis made. All recorded data is subject to access and correction by clients.

Principle of Confidentiality

Students and course instructors are reminded not to remove, take away or make copies of any of the formal documents or personal data files of clients that belong to the social service agency. This should be treated as confidential information. As for student records

and reports that are generated from client information, these are, in one sense, also to be regarded as property of the agency. Students and course instructors may use those records and reports for training purposes but such information should also be handled with care.

Use of Fax/ Audio/Video Tapes

Fax machine or e-mail should NOT be used for transmission or communication of client information.

Video-taping or tape-recording which reflects clients' wordings and responses more directly can be used for training purposes. However, it is necessary to obtain clients' consent for this as well.

Storage & Retention Period

During the training period, students and course instructors are strictly obliged to observe the principle of confidentiality in respect to client information. Students, as well as course instructors, are advised to take good care in the security and storage of all materials (records and reports, audio and video tapes), which may be related to clients. Students and course instructors are personally responsible and may be liable in case of client complaints arising from undue exposure of materials relating to the life situations of clients.

Consent Form

Students should adhere to all necessary procedures required by the social service agency in obtaining the consent of clients in the provision of personal data, including the administration of the Consent Form. SLRS participants MUST read, understand, and sign the SLRS Participant Privacy Consent Form (Please refer to Appendix 11 or 12.) before commencing the service practicum. Students are responsible for explaining details of the Consent Form to clients and to ensure that clients fully understand.

Remarks

Finally, it is important to note that the spirit of the Ordinance is to alert our sense of responsibility towards client information and is not to impede legitimate action. The Ordinance should not become an excuse for not asking for information or for not intervening when it is necessary to do so.

Enquiry

If you have further concerns about personal data collection and/or the Ordinance, please contact staff of the Office of the Privacy Commissioner for Personal Data, Hong Kong; telephone number: (852) 2827-2827, or email: pco@pco.org.hk.

**Office of Service-Learning (OSL), Lingnan University
“Service-Learning and Research Scheme 2006-2007”**

Participant privacy consent form (English version)

We are committed to collecting, using and disclosing your personal information responsibly. We also try to be as open and clear as possible about the ways in which we handle your personal information. It is important to us to provide this service to our participants. (Eric: please make sure that this is what you want to say I wasn't quite sure)

SLRS participants including social service agencies, service providers and receivers, and individuals, who come in contact with your personal information, are aware of the sensitive nature of the information that you have disclosed to us. They are all trained in the appropriate uses and protection of your information.

In this consent form, we have outlined what our office is doing to ensure that:

- only necessary information is collected about you
- we only share your information with your consent
- storage, retention and destruction of your personal information complies with existing legislation and privacy protocols
- our privacy protocols comply with privacy legislation

How our office collects, uses and discloses patient's personal information

Our office understands the importance of protecting your personal information. To help you understand how we are doing that, we have outlined below how our office is using and disclosing your information. This office will collect, use and disclose information about you for the following purposes:

- to assess your health needs
- to provide health care
- to enable us to contact you
- to establish and maintain communication with you
- to offer and provide treatment, care and services

- to communicate with other health care providers, including but not limited to specialists, referring doctors, family doctor, massage therapists and/or naturopaths.
- to allow us to maintain communication and contact with you and to distribute health care information and book and confirm appointments
- to allow us to efficiently follow-up for treatment and care
- for teaching and demonstration purposes
- to assist course instructors evaluating Service-Learning practitioners
- to assist this office to comply with all regulatory requirements

By signing the consent section of this SLRS Participant Consent Form, you have agreed that you have given your informed consent to the collection, use and/or disclosure of your personal information for the purposes that are listed. If a new purpose arises for the use and/or disclosure of your personal information, we will seek your approval in advance.

Our office will not under any condition supply your insurer with your confidential medical history. In the event this kind of a request is made, we will forward the information directly to you for review, and for your specific consent. When unusual requests are received, we will contact you for permission to release such information. We may also advise you if we believe such a release is inappropriate.

You may withdraw your consent for use or disclosure of your personal information and we will explain the ramifications of that decision and the process.

Should you have further enquiries about the Personal Data (Privacy) Ordinance, please do not hesitate to contact the Office of the Privacy Commissioner for Personal Data, Hong Kong at 2827-2827; email pco@pco.org.hk . For further enquiries about the SLRS, do not hesitate to contact S-L coordinator at 2616-8059 or email via osl@ln.edu.hk.

Participant Consent

I have reviewed the above information that explains how your office will use my personal information and the steps your office is taking to protect my information.

I agree that the SLRS participant can collect use and disclose personal information about _____(Name of Participant) as set out above in the information about the office's privacy policies.

Signature
(printed name & relationship to patient if
signing for a child under 18)

Date

Printed Name

嶺南大學服務研習計劃

參與者同意書

同意書適用於《服務研習計劃》(Service-Learning and Research Scheme, SLRS)，(簡稱“研習計劃”)的服務團體和對象、嶺南大學學生和個別人士(簡稱“參與者”)。同意書包括下列保障個人私隱重點：

- 參與者明白及遵守香港〈個人資料(私隱)條例〉；
- 參與者只會搜集與研習計劃有關的資料，而在未得服務對象同意前，參與者不得向第三者公開服務對象的個人資料；
- 只在法例允許的情況下保留、儲存或銷毀參與者的個人資料。

您被徵求是否願意參與研習計劃。在您同意前，我們會向您解釋搜集資料的原因與目的：

- 評估服務對象的保健需要，並建議適合的保健服務；
- 聯絡方法，在整個研習計劃保持溝通，以便得到服務對象同意資料共享，及確定覆診日期、時間和地點；
- 轉介服務對象往註冊醫生或其他醫護人員接受治療；
- 跟進個案；
- 個案示範；
- 評估學生參與者表現的輔助資料；
- 協助訂立研習計劃的監管條例；
- 保密您的研究醫療紀錄。

參與者可以在研習計劃期間提出終止同意書的效力，而我們將會讓你知悉其影響。不吝賜教。

如果您對香港〈個人資料(私隱)條例〉有不明白或不清楚，可隨時聯絡香港個人資料私隱專員公署職員，電話號碼 2827-2827 或電郵 pco@pco.org.hk。如果您對研習計劃有任何問題，可隨時致電致 2616-8178 或電郵至 osl@ln.edu.hk 與服務研習統籌主任聯絡。

若中文版同意書條款與英文版有別，一切皆以英文版為準。

參與者同意書

我_____ (參與者姓名)明白此項研習計劃的內容及資料搜集的目的，並同意參與研習計劃。

我同意研習計劃的參與者搜集、使用、及公開一般個人資料。

我可保留一份已簽名的表格副本。

研習計劃參與者簽名
(十八歲以下的參與者須由家長簽署)

日期

研習計劃參與者姓名

**Guidelines on areas of students' intervention skills
to be developed in different work contexts**

(For Course Instructors)

Skills in working with individuals (One-to-one work):

- Data Collection - Fact-finding through written documents, observation, verbal and non-verbal communication and collateral contacts, etc.
- Assessment - Conceptualization, identification and particularization of problems; knowledge of available resources, recognition of strengths and weaknesses of the client system.
- Intervention - Working out a feasible plan of action; providing concrete services (e.g. use of community resources, manipulation of environmental factors, making referrals, etc.); use of counseling skills (e.g. listening, questioning, reflection, use of silence, confrontation, worker's use of self and relationship, motivating and engaging client's participation in the helping process) and theories; use of authority and influence; termination.
- Evaluation - Objective assessment of the process and outcome of intervention; analysis of worker's performance and attitude as a helping agent.

Skills in working with groups (Group work):

- Exploration - Identification of the target clientele, their problems and needs.
- Formation - Establishing group rationale, formulating group objectives and determining group functions; specification of group nature; program planning; utilization of resources; budgeting; publicity and recruitment.
- Development & Intervention - Understanding and using of group dynamics (e.g. establishing rapport, monitoring group climate, enhancing leadership qualities, setting up norms and limits, mobilizing members, mediation of conflicts, working with individual differences, facilitating attainment of group goals, etc.); manipulation of physical environment; termination of group process.
- Evaluation - Objective assessment of the process and outcome of intervention; analysis of worker's performance and attitude as a helping agent.

Skills in working with communities (Community program):

Community Study -	Identification of the community boundary; understanding the socio-economic and demographic characteristics, value and belief systems and power structure of the community; analysis of the community needs, problems and relation issues.
Organization -	Identification and analysis of the target clientele; establishment of organizational bases; definition of intervention goals; planning strategies of action; awareness of existing policies and limitations.
Implementation -	Co-ordination and cooperation with relevant agencies, organizations and indigenous groups; identification and development of local leaders; stimulating clients' participation; worker's use of authority and influence; differential use of various professional roles; disengagement of worker's intervention.
Evaluation -	Evaluation of outcome and process of intervention; possible re-definition of goals and tasks; assessment of worker's performance and attitude as an agent of change.

A list of social service agency who participated in the SLRS (2004-2006)

Organizations Name	Web-site
The Neighbourhood Advice-Action Council, Fu Tai Neighbourhood Elderly Centre (Fu Tai)	http://www.naac.org.hk
The Neighbourhood Advice-Action Council - Tuen Mun District Integrated Services Centre For The Elderly (Shan King)	http://www.naac.org.hk
Tung Wah Group of Hospitals Tai Tung Pui Dac cum Hostel	http://www.tungwahcsd.org/chi/
Tung Wah Group of Hospitals Tai Tung Pui Day Care Centre for the Elderly	http://www.tungwahcsd.org/chi/
Tung Wah Group of Hospitals Tai Tung Pui Care and Attention Home	http://www.tungwahcsd.org/chi/
Tung Wah Group of Hospitals Mrs. Wang Li Ming Tzun Tsuen Wan Neighbourhood Elderly Centre	http://www.tungwahcsd.org/chi/
Tung Wah Group of Hospitals Lui Wing Cheung Children Centre	http://www.tungwahcsd.org/chi/
Tung Wah Group of Hospitals Y.C. Liang Memorial Home for the Elderly	http://www.tungwahcsd.org/chi/
Chomolongma Multicultural Community Centre (CMCC)	http://www.ylth.org
The Salvation Army Hong Kong & Macau Command - Tai Po	http://www.salvation.org.hk
The Salvation Army Hong Kong & Macau Command - Fu Tai	http://www.salvation.org.hk
Federation of New Territories Youth	http://fnty.org/v1/main.asp
New Territories Association of Societies	http://www.ntas.org.hk
Evangelical Lutheran Church Hong Kong, (ELCHK) Tuen Mun Integrated Elderly Service	http://www.elchk.org.hk/service
Evangelical Lutheran Church Hong Kong, (ELCHK) (Shan Kai)	http://www.elchk.org.hk/service
Evangelical Lutheran Church Hong Kong, (ELCHK) Nursing Home	http://www.elchk.org.hk/service
Evangelical Lutheran Church Hong Kong, (ELCHK) Tuen Mun Integrated Elderly Service	http://www.elchk.org.hk/service

Hong Kong Police Force: Crime New Territories North Regional HQ; Regional Crime Prevention Office	http://www.police.gov.hk / http://www.ln.edu.hk/tmpol-schnet/
Yan Chai Hospital	http://www.ychss.org.hk/elderly/nh
Social Welfare Department (Yuen Long)	http://www.swd.gov.hk/tc/index
Stewards Ma Kam Ming Charitable Foundation Ma Ko Pan Memorial College	http://www.makopan.edu.hk
Tin King Est. Baptist Lui Kwok Pat Fong Kindergarten	
Creative Kindergarten (Tuen Mun)	http://www.creative.edu.hk
Harvest Organization	http://www.harvest.org.hk
S.R.B.C.E.P.S.A. Ho Sau Kei Primary School	http://www.hosauki.edu.hk
Chi Ching School (English Medium)	
Haven of Hope Christian Service	http://www.hohcs.org.hk/
The Hong Kong Federation of Youth Groups (Youth Support Scheme)	http://www.hkfyg.org.hk / http://www.u21.org.hk

For official use only

Enrolment No: _____

Office of Service-Learning, Lingnan University
“Service-Learning and Research Scheme 2006-07”

Service-Learning Agreement
(For Course Instructors, Social Service Agency Supervisors and Students)

This Service-Learning Agreement is to be completed by the student collaboratively with his/her site supervisor and course instructor. After the student and site supervisor have signed the form indicating mutual agreement to its consent, the student should return it to the course instructor and a copy will be provided to the site supervisor.

Student Particular

Name of student	_____
Program studies/Stream/Year	_____
Learning mode	<input type="radio"/> Mode 1 <input type="radio"/> Mode 2 <input type="radio"/> Mode 3
Mobile phone	_____
Name of social service agency	_____
Name of course instructor	_____

Learning Objective(s)

(completed by student)

Types of Assignments

(completed by course instructor)

Knowledge to be acquired by the end of the practicum

(completed by student)

Skills to be acquired by the end of the practicum

(completed by student)

Student:

I agree to devote _____ hours per week for a total of _____ hours, effective from _____ (dd/mm/yy) to _____ (dd/mm/yy) in order to fulfill the learning and service objectives stated on page one of this Service-Learning Agreement. I have reviewed and agree to adhere to the Service Practicum Manual and the policies of my site. Also, I agree to discuss any concerns about this placement with the site supervisor and when necessary, with the course instructor.

 Student's Signature

 Date

 Printed Name

Social Service Agency Supervisor:

As the social service agency supervisor of the above student, I hereby agree to guide this student's work and to submit a brief final evaluation of his/her achievement upon request. I have reviewed the mission of my organization with the student and I have reviewed the specific activities that the student will undertake. I also agree to discuss any concerns about the service learner's performance with him/her directly, and with the course supervisor if necessary.

Supervisor's Signature

Date

Printed Name

Course Instructor:

I have reviewed and approved _____ (Name of student)'s learning plan. As the course instructor, I also accept responsibility for providing assignments that will contribute to the student's ability to fulfill this Service-Learning Agreement. Additionally, I have agreed to discuss concerns the site supervisor or service learner may have about his/her Service-Learning practicum.

Course instructor's Signature

Date

Printed Name

Supervision Arrangement (<i>Official use only</i>)
1. Supervision schedule
2. Mode of supervision
3. Venue

Evaluation and assessment (<i>Official use only</i>)
1. Identification of assessment tools
2. Form and structure of evaluation
3. Mid-term and final evaluation

**Major tasks of the service practicum
(For students)**

Types	Purposes	Remarks
Log Sheets	To understand how the student structures their practicum sessions, their feelings, thinking and learning with the exposure of the practicum.	Submit to the lecturer after completion of the weekly service work.
Individual/Group Project Proposal(s)	To understand the ability of the student in applying knowledge to a concrete situation, assessing the needs of clients and program planning.	<ul style="list-style-type: none"> - Self-designed project implementation plan submitted to the service agency. - Assessment by lecturer and service agency.
Project Report/Paper	To get an overall evaluation from the student on each piece of work and to understand the ability of the student to integrate the learnt skills and practices.	Submit approximately 15 pages (around 2000 to 3000 words) to the course instructor.
Questionnaire (pre and post-test questionnaire)	To get an overall understanding on the impacts of the SLRS on students.	For details, please refer to Section VII about the evaluation.

Absence notification form
(Guidelines for Course Instructors & Students)

To : Name of course instructor
 Department of _____
 Lingnan University

Part I (to be completed by the student)

Name of student:

Program studies/Stream/Year:

Program:

- _____
- ☐ Lingnan Health Care Program
- ☐ Lingnan Community Care Program
- ☐ Lingnan Service-Learning Evaluation Program
- _____

Name of social service agency:

Period of absence :

From: ____/____/____ (dd/mm/yy)

To: ____/____/____ (dd/mm/yy)

No. of day(s) absent:

Reason(s):

Medical Certificate attached:

☐ Yes ☐ No

Part II. Make-up Class

This part should be completed by the course instructors who will send this form to the secretary of the department.

(a) Absence approved / not approved* (**delete not applicable answer*)

(b) Suggested ways for making-up the missed fieldwork hours. If the suggested method is not approved, please specify the exact method agreed upon:

 Student 's Signature

 Date

Office of Service-Learning, Lingnan University
“Service-Learning and Research Scheme 2006-07”

Log sheet

(For Students in mode 2 & 3)

Student Name: _____ Student Number: _____

Agency: _____

Date: _____ to _____

What did you do?

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

What did you learn/ gain (skills)?

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Comments:

Official use:

Office of Service-Learning, Lingnan University
Service Learning and Research Scheme (SLRS)

Self-administrated Questionnaire (by Student) (pre-test)
2006-2007 (1st Semester)

The Service Learning and Research Scheme (SLRS) is designed to support the development of University-wide Service Learning Programmes (SLP) at Lingnan University and enhance students' learning ability through community services. The aim of this questionnaire is to evaluate your learning efficacy and outcomes over time through participating in the SLRS. The questionnaire is in pre-test and post-test basis. You are requested to administrate the questionnaire based on your current situations. There is no right and wrong answer. Your response will be used to evaluate the overall impacts of the SLRS and further improvement of the programme. Thank you!

Pre-test ☒ Date:

Post-test ☐ Date:

Part I: Personal Profiles

Last Four Digit of Identity card (excluding the digit in the bracket): xx ____ ____ ____ (x)

Part II: Programmes Joined

I. Lingnan Health Care Program (LHCP) 嶺南健康關懷計劃:

- (1) ☐ Health Education Programs 基礎社區健康教育
- (2) ☐ Clinical Health Learning and Education Programs 臨床健康實習推廣

II. Lingnan Community Care Program (LCP) 嶺南社區關懷計劃:

- (1) ☐ Youth Programs 青少年計劃
- (2) ☐ Elderly Programs 長者計劃
- (3) ☐ Youth-Elderly (Inter-generational) Programs 長幼共融計劃
- (4) ☐ Ethnic Minority Group Programs 少數族裔計劃

III. Lingnan Service-Learning Evaluation Program (LS-LEP) 嶺南研究計劃

- (1) ☐ Health Care Research Program 健康照護研究
- (2) ☐ Community Based Research Program 社區為本研究

Part III: Overall Evaluation of the Programme

Please circle the appropriate scores (1=least competent, 10=very competent) to indicate your learning abilities in the following aspects.

Assessment Criteria	Score									
a. Subject-related knowledge learned e.g. social gerontology, society and social change, crime and delinquency, marketing	1	2	3	4	5	6	7	8	9	10
b. Communication skills e.g. to express ideas clearly and listen to others' ideas	1	2	3	4	5	6	7	8	9	10
c. Organizational skills e.g. to arrange parts and people into an efficient system; to demonstrate leadership skills	1	2	3	4	5	6	7	8	9	10
d. Social Competence e.g. the skills necessary to be accepted and fulfilled socially, including interpersonal relations, adaptability, self-confidence & social skills	1	2	3	4	5	6	7	8	9	10
e. Problem solving skills e.g. to recognize the core of problems and solve it effectively and or with creativity thinking	1	2	3	4	5	6	7	8	9	10
f. Research skills e.g. types of research method, to collect and analyze data	1	2	3	4	5	6	7	8	9	10

Additional comment for the programme (If any)

~End of the questionnaire. Thank you~

Office of Service-Learning, Lingnan University
Service Learning and Research Scheme (SLRS)
Self-administrated Questionnaire (by Student) (post-test)
2006-2007 (1st Semester)

SLRS is designed to support the development of University-wide Service Learning Programmes (SLP) at Lingnan University and enhance students' learning ability through community services. The aim of this questionnaire is to evaluate your learning efficacy and outcomes over time through participating in the SLRS. The questionnaire is in pre-test and post-test basis. The pre-test shall be self-administrated within two weeks after the commencement of SLRS and the post-test shall be administrated within two weeks upon the completion of SLRS. Your responses will be kept strictly confidential and this evaluation will not affect your overall grading in this course. All parts of the survey should be completed.

Pre-test ☐ Date:

Post-test ☒ Date:

Part I: Personal Profiles

- I. Name in English: _____
- II. Name in Chinese (if applicable): _____
- III. Student ID: _____
- IV. Services involved in the SLRS: _____
- V. Estimated number of hours participated in SLRS: _____

Part II: Programmes Joined

I. Lingnan Health Care Program (LHCP) 嶺南健康關懷計劃:

- (1) ☐ Health Education Programs 基礎社區健康教育
- (2) ☐ Clinical Health Learning and Education Programs 臨床健康實習推廣

II. Lingnan Community Care Program (LCP) 嶺南社區關懷計劃:

- (1) ☐ Youth Programs 青少年計劃
- (2) ☐ Elderly Programs 長者計劃
- (3) ☐ Youth-Elderly (Inter-generational) Programs 長幼共融計劃
- (4) ☐ Ethnic Minority Group Programs 少數族裔計劃

III. Lingnan Service-Learning Evaluation Program (LS-LEP) 嶺南研究計劃

- (1) ☐ Health Care Research Program 健康照護研究
- (2) ☐ Community Based Research Program 社區為本研究

Part III: Overall Evaluation of the Program

Please circle the appropriate scores (1=lowest, 10=highest) to indicate your abilities in the following aspects upon completion the SLRS.

Items	Score									
1. Subject-related knowledge learned e.g. social gerontology, society and social change, crime and delinquency, marketing, etc (<i>any one of the related subject</i>)	1	2	3	4	5	6	7	8	9	10
2. I am tense and nervous while participating in group discussions with peers / agencies / course instructors / coordinators	1	2	3	4	5	6	7	8	9	10
3. Generally, I am comfortable while participating in a discussion with peers / agencies / course instructors / coordinators	1	2	3	4	5	6	7	8	9	10
4. Presentation in front of peers / agencies / course instructors/ coordinators usually makes me uncomfortable	1	2	3	4	5	6	7	8	9	10
5. I feel relaxed while talking with clients during practicums	1	2	3	4	5	6	7	8	9	10
6. I will evaluate myself when an activity is completed	1	2	3	4	5	6	7	8	9	10
7. I have good time management skills	1	2	3	4	5	6	7	8	9	10
8. I can work independently on case work	1	2	3	4	5	6	7	8	9	10
9. I know how to allocate tasks to group members	1	2	3	4	5	6	7	8	9	10
10. Generally speaking, I know how to take a leadership role in organizing a mass activity	1	2	3	4	5	6	7	8	9	10
11. I cooperate successfully with other students in a variety of situations	1	2	3	4	5	6	7	8	9	10
12. I remain calm when problems arises	1	2	3	4	5	6	7	8	9	10
13. I am confident in my abilities	1	2	3	4	5	6	7	8	9	10
14. I am more aware of social happenings in the community	1	2	3	4	5	6	7	8	9	10
15. I am dynamic and adapt easily to new environments	1	2	3	4	5	6	7	8	9	10
16. When faced with a hard problem, I believe that, if I try, I will be able to solve it on my own	1	2	3	4	5	6	7	8	9	10
17. Before I solve a problem, I gather as many facts about the problem as I can	1	2	3	4	5	6	7	8	9	10
18. I know how to design innovative methods to solve social issues	1	2	3	4	5	6	7	8	9	10
19. I go through the problem-solving process again when my first option fails	1	2	3	4	5	6	7	8	9	10
20. I used my imagination in designing my SLRS project	1	2	3	4	5	6	7	8	9	10
21. I know the major research methodologies in social sciences / business studies	1	2	3	4	5	6	7	8	9	10

22. I know how to collect for Service-Learning and research scheme	1	2	3	4	5	6	7	8	9	10
23. I know how to write up a research proposal	1	2	3	4	5	6	7	8	9	10
24. I know the process of doing both qualitative and quantitative researches	1	2	3	4	5	6	7	8	9	10
25. I know how to write up a research practicum report	1	2	3	4	5	6	7	8	9	10
26. I can make a positive change in my life	1	2	3	4	5	6	7	8	9	10
27. I intend to work in a career that will make contributions to the society	1	2	3	4	5	6	7	8	9	10
28. I feel that I can alleviate social problems to some extent	1	2	3	4	5	6	7	8	9	10
29. Generally speaking, I feel satisfied with the SLRS	1	2	3	4	5	6	7	8	9	10
30. Generally speaking, I can learn better from the SLRS than traditional learning mode (e.g. lecture & tutorial, no service practicum)	1	2	3	4	5	6	7	8	9	10

Part IV: (Qualitative Comments for the SLRS, if any)

31. What have you learned through joining the SLRS? How do you rate your overall performance? Please give example (s) if any
32. Do you plan to continue your services with the agency? Yes or No? Why?
33. Do you intend to serve the community in the future? Yes / No? Why?
34. Did your participation in the service practicum enhance your understanding of the course material? Yes / No? Why?
35. Did the Service-Learning components (training / lecture / service practicum) meet your expectations? Why or Why not?
36. Do you have any suggestion to improve the SLRS in the next semester?

~Thank you for your time, end of the questionnaire~

**Office of Service-Learning, Lingnan University
Service-Learning and Research Scheme 2006-2007**

**In-depth interview guidelines
(For Social Service Agency Supervisors in mode 2 & 3)**

The objectives of in-depth interview guidelines are:

- ✧ To understand the implementation process of the service practicum
- ✧ To evaluate the practicum performance of the students
- ✧ To evaluate the learning experience of the students
- ✧ To find out the barriers facing by the agencies, course instructors and students

1. Learning attitude

What do you think about the performance of the students? In terms of:

- ★ The work attitude
- ★ The commitment on the practicum, etc.

2. Learning efficacy

Do the students show improvements on the following aspects after joining the practicum?

If yes, why? How? If no, why? How?

- ★ Subject-related knowledge (i.e. Social Gerontology, Society and Social Change, and Crime and Delinquency)
- ★ Communication skills
- ★ Organizational skills
- ★ Social competence
- ★ Problem solving skills
- ★ Research skills

3. Implementation

Do you have any comments on the following aspects?

- ★ Duration
- ★ Coordination
- ★ Organization
- ★ Communication, etc.

Office of Service-Learning, Lingnan University
Service-Learning and Research Scheme 2006-2007

Mid-term / final evaluation form
(For Social Service Agency Supervisors in mode 2 & 3)

(Mid term/ Final)

Agency:

Person-in charge:

Student name:

Student no:

1

Evaluation

Please evaluate the students' performance and put a tick in the appropriate boxes below:

1 = Very Unsatisfactory

10 = Very Satisfactory

	1	2	3	4	5	6	7	8	9	10
Attendance:										
Work attitude:										
Individual commitment:										

Any other comments:

Total Marks: _____ (Maximum 30 marks)

Office of Service-Learning, Lingnan University
Service-Learning and Research Scheme 2006-2007

Self-administrated Questionnaire (For Social Service Agency Supervisors)
(Summative questionnaire)

SLRS is designed to support the development of University-wide Service-Learning Programs (SLP) at Lingnan University and enhance students' learning ability through community services. The aim of this questionnaire is to evaluate students' learning efficacy and outcomes over time through participating in the SLRS. The questionnaire is a summative one. Social service agency supervisors are required to evaluate the students' performance upon the completion of the service practicum.

Date:

Part I: Social Service Agency Supervisor' Profiles

- a. Name in English:
- b. Name in Chinese (if applicable):
- c. Name of agency:
- d. Major role involved in the SLRS (please specify) (optional) :
- e. Name of students supervised in this semester:
- f. Estimated number of hours spent in supervision (optional):

Part II: Overall Evaluation of the Program

Please circle the appropriate scores (1=lowest, 10=highest) to indicate the learning abilities of students.

Items	Score									
1. Subject-related knowledge learned e.g. social gerontology, society and social change, crime and delinquency, marketing (<i>any one of the related subject</i>)	1	2	3	4	5	6	7	8	9	10
2. Communication skills e.g. to express ideas clearly and listen to others' ideas	1	2	3	4	5	6	7	8	9	10
3. Organizational skills e.g. to arrange parts and people into an efficient system; to demonstrate leadership skills	1	2	3	4	5	6	7	8	9	10
4. Social Competence e.g. the skills necessary to be accepted and fulfilled socially, including	1	2	3	4	5	6	7	8	9	10

	interpersonal relations, adaptability, self-confidence & social skills										
5.	Problem solving skills e.g. to recognize the core of the problems and to solve it effectively and or with creativity thinking	1	2	3	4	5	6	7	8	9	10
6.	Research skills e.g. searching relevant data, types of research method, to collect and analyze data	1	2	3	4	5	6	7	8	9	10
7.	Generally speaking, do you think the services provided by students are useful for agencies / schools / etc?	1	2	3	4	5	6	7	8	9	10

8. From your observation / experiences, do you have any comments on the following implementation modes of the SLRS: (e.g. format, supervision mode, duration of services, no. of students/ no. of clients, etc)
9. Do you think the services provided by students are useful for agencies? Why or Why not? How can their services be improved (service contents / duration / no. of student each session, etc) to meet the needs of agencies / schools, etc?

~End of the questionnaire~

Office of Service-Learning, Lingnan University
Service-Learning and Research Scheme 2006-2007

Self-administrated Questionnaire (For Course Instructors)
(Summative Questionnaire)

The SLRS is designed to support the development of University-wide Service-Learning Programs (SLP) at Lingnan University and enhance students' learning ability through community services. The aim of this questionnaire is to evaluate students' learning efficacy and outcomes over time through participating in the SLRS. The questionnaire is a summative one. Course instructors are required to evaluate the students' performance upon the completion of the course. You are requested to administrate the questionnaire on **students' group performance (all students taking the course)**. In addition, thank you in advance for giving us valuable comments or suggestions on how to modify the questionnaire so that it could be more relevant and reliable.

Date:

Part I: Course Instructors' Profile

- a. Name in English: _____
- b. Name in Chinese (if applicable): _____
- c. Name of the course and code: _____
- d. Major role involved in the SLRS (please specify) (optional): _____
- e. Number of hours in total involved in supervising students for the SLRS (optional): _____

Part II: Overall Evaluation of the Program

The following evaluation questionnaire will be divided into six aspects in areas of subject-related knowledge, communication skills, organizational skills, social competence, problem-solving skills and research skills. Please circle the appropriate scores (1=lowest, 10=highest) to indicate overall students abilities in the following aspects upon completion the SLRS (please complete all the questions).

Item		Score									
1.	Subject-related knowledge e.g. social welfare and social problems / health, illness and behaviour / strategic management / Chinese writing ¹¹	1	2	3	4	5	6	7	8	9	10

¹¹ It is expected that the Instructor of corresponding course should keep a journal of their own student progress so that he/she could compare in greater details before and after services learning programme.
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2. Communication skills e.g. to express ideas clearly and listen to others' ideas	1	2	3	4	5	6	7	8	9	10
3. Organizational skills e.g. to put something into working order & arrange parts and people into an efficient system	1	2	3	4	5	6	7	8	9	10
4. Social competence e.g. the skills necessary to be accepted and fulfilled socially, including interpersonal relations, self-confidence & social skills	1	2	3	4	5	6	7	8	9	10
5. Problem solving skills e.g. to recognize the core of problems and solve problems effectively	1	2	3	4	5	6	7	8	9	10
6. Research skills e.g. searching relevant literatures, types of research method, to collect and analyze data	1	2	3	4	5	6	7	8	9	10

Part III: (Qualitative Comments for the SLRS, if any)

7. From your experience, how do you think Service-Learning programs can enhance students' learning? Why? Please give example(s) if any

~End of the questionnaire~

Office of Service-Learning, Lingnan University
Service-Learning and Research Scheme 2006-2007

Self-administrated Questionnaire (For Program Coordinators)
(Summative Questionnaire)

The SLRS is designed to support the development of University-wide Service-Learning Programs (SLP) at Lingnan University and enhance students' learning ability through community services. The questionnaire is on program evaluation basis. The summative questionnaire shall be administrated within two weeks upon the completion of students' service practicum by program coordinators

Date:

Part I: Program Coordinators' Profiles

- I. Name in English: _____
- II. Major role involved in the SLRS (please specify) :

Part II: Overall Evaluation of the Program

Please circle the appropriate scores (1=worse, 10=excellent) to indicate your opinions of the SLRS in the following aspects.

Domain / Item	Score									
Part A: Preparation										
1. The briefing session of the SLRS is useful	1	2	3	4	5	6	7	8	9	10
2. The promotion work of the SLRS (e.g. posters and pamphlets, promotion kits) is effective	1	2	3	4	5	6	7	8	9	10
3. The involved parties have a high awareness and commitment, (students, agencies and course instructors) before starting the SLRS	1	2	3	4	5	6	7	8	9	10
4. Any other comments?										
Part B: Implementation										
5. Duration of mode 2 (half semester) is appropriate	1	2	3	4	5	6	7	8	9	10
6. Duration of mode 3 (whole year) is appropriate	1	2	3	4	5	6	7	8	9	10

7. Hours of service (30 hrs for mode 2, 60 hrs for mode 3) are enough	1	2	3	4	5	6	7	8	9	10
8. Types of training (e.g. research methods, self-discipline and leadership, communication skills, etc) are effective	1	2	3	4	5	6	7	8	9	10
9. Forms of service practice (e.g. one-to one, group work, community programs) are suitable	1	2	3	4	5	6	7	8	9	10
10. Amounts of student output (e.g. mode 2: service proposal & practicum report, mode 3: research proposal and senior thesis) are fair	1	2	3	4	5	6	7	8	9	10
11. Messages transmit to student are clear (e.g. from course instructors, agency supervisors, program coordinators and trainers)	1	2	3	4	5	6	7	8	9	10
12. Program coordinators are well-cooperated with social service agency supervisors	1	2	3	4	5	6	7	8	9	10
13. Program coordinators are well-cooperated with course instructors	1	2	3	4	5	6	7	8	9	10
14. Program coordinators are well-cooperated with each other	1	2	3	4	5	6	7	8	9	10
15. Numbers of party involved (e.g. social service agency supervisors, students, course instructors) are appropriate	1	2	3	4	5	6	7	8	9	10
16. Numbers of activities / project involved are appropriate	1	2	3	4	5	6	7	8	9	10
17. Numbers of clients served during service practicum are appropriate	1	2	3	4	5	6	7	8	9	10
18. Numbers of student in each group are the right size	1	2	3	4	5	6	7	8	9	10
19. Any other comments?										
Part C: Quality Assurance on Students' Learning										
20. Multi-learning platforms (e.g. service practicums / mass events / trainings through various agency settings) are appropriate	1	2	3	4	5	6	7	8	9	10
21. Formats of monitoring students learning process (e.g. log sheet, reflective essay, reflection meeting) are appropriate	1	2	3	4	5	6	7	8	9	10
22. Any other comments?										
Part D: Students' Learning Efficacy										
23. SLRS provides opportunities for students' whole person development	1	2	3	4	5	6	7	8	9	10
24. SLRS provides a better mode of learning for students compared with traditional mode (e.g. lecture & service	1	2	3	4	5	6	7	8	9	10

practicum v.s. lecture & tutorial)										
25. Students have substantial changes (learning attitude / learning efficacy / service commitment) after joining the SLRS.	1	2	3	4	5	6	7	8	9	10
26. Any other comments?										
Part E: Community Impact										
27. SLRS creates a positive impact on the community	1	2	3	4	5	6	7	8	9	10
28. SLRS creates a sustainable impact on the community	1	2	3	4	5	6	7	8	9	10
29. Any other comments?										

~End of the questionnaire~

Office of Service-Learning, Lingnan University
Service-Learning and Research Scheme 2006-2007

Mid-term self-evaluation report
(For Students only in mode 3)

Name of student:

Program studies/Stream/Year:

Program:

- ☐ Lingnan Health Care Program
- ☐ Lingnan Community Care Program
- ☐ Lingnan Service-Learning Evaluation Program

Name of social service agency:

Name of course instructor:

Date:

Student should evaluate himself/herself according to the following items. (Use separate A4 sheet)

1. My expectations of the practicum, can the SLRS meets my expectation?
2. Areas in which I expect to learn. Did I learn in the first semester?
3. Service work that I want to implement during the practicum. Did I complete some practicum work?
4. My own strengths. Can the SLRS further develop my own strengths? Did I discover some of my own strengths?
5. My own weaknesses. Can I improve upon my weaknesses?
6. Other comments

Please rate the student named above from 1 to 10 in terms the following items, circle appropriate marks 1 represents very unsatisfactory while 10 represents very satisfactory.

Assessment Criteria	Marks
Subject-related knowledge	1 2 3 4 5 6 7 8 9 10
Communication skills	1 2 3 4 5 6 7 8 9 10
Organizational skills	1 2 3 4 5 6 7 8 9 10
Social Competence	1 2 3 4 5 6 7 8 9 10
Problem-solving skills	1 2 3 4 5 6 7 8 9 10
Research skills	1 2 3 4 5 6 7 8 9 10

Student 's Signature	Date
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Course instructor's Signature	Date
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**Office of Service-Learning, Lingnan University
Service-Learning and Research Scheme 2006-2007**

**Final self-evaluation report
(For Students only in mode 3)**

**SLRS (Lingnan Health Care Ambassadors / Lingnan Community Researchers /
Lingnan Cross-Cultural Buddies)**

Name of Student: _____ **Student No.** _____

Year: _____

Name of Practicum Agency:

Student should evaluate himself/herself according to the following items. (Use separate A4 sheet)

I Review of Progress (based on mid-term self-evaluation criteria):

II. Strength:

1. Subject-related knowledge
2. Communication skills
3. Organizational skills
4. Social competence
5. Problem solving skills
6. Research skills

III. Areas for Further Improvement:

1. Subject-related knowledge
2. Communication skills
3. Organizational skills
4. Social competence
5. Problem solving skills
6. Research skills

IV. Other comments:

Please rate the student named above from 1 to 10 in terms the following items, circle appropriate marks 1 represents very unsatisfactory while 10 represents very satisfactory.

Assessment Criteria	Marks									
Subject-related knowledge	1	2	3	4	5	6	7	8	9	10
Communication skills	1	2	3	4	5	6	7	8	9	10
Organizational skills	1	2	3	4	5	6	7	8	9	10
Social Competence	1	2	3	4	5	6	7	8	9	10
Problem-solving skills	1	2	3	4	5	6	7	8	9	10
Research skills	1	2	3	4	5	6	7	8	9	10

Signatures:

Course instructor: _____ Student: _____

Date: _____ Date: _____

Office of Service-Learning, Lingnan University
Service-Learning and Research Scheme 2006-2007

Mid-term assessment report
(For Course Instructors only in mode 3)

Name of student:

Program studies/Stream/Year:

Mode of study:

☐ Mode 2 ☐ Mode 3

☐ Lingnan Health Care Program

☐ Lingnan Community Care Program

☐ Lingnan Service-Learning Evaluation Program

Name of social service agency:

Name of course instructor:

Date assessed:

Part I. Nature of Service Practicum (Use separate A4 sheet)

Brief description of student's service work

Student's explorations of the community service work

Part II. Assessment Criteria

The course instructor is required to assess his/her student service practicum performance in terms of different criteria. The following are essential criteria should be included in this assessment report.

- Ability to apply subject-related skills in practice
- Ability to communicate with others
- Ability to organize different activities
- Student's overall social competence
- Problem solving ability
- Student's attitude towards community service and learning

Additional comments: _____

Please rate the student named above from 1 to 10 in terms the following items, circle appropriate marks 1 represents very unsatisfactory while 10 represents very satisfactory.

Assessment Criteria	Marks									
Subject-related knowledge	1	2	3	4	5	6	7	8	9	10
Communication skill	1	2	3	4	5	6	7	8	9	10
Organizational skills	1	2	3	4	5	6	7	8	9	10
Social Competence	1	2	3	4	5	6	7	8	9	10
Problem-solving skills	1	2	3	4	5	6	7	8	9	10
Research skills	1	2	3	4	5	6	7	8	9	10

Grade the student obtained: _____ (Please refer to Part V for the Grading system)

Course instructor's Signature

Date

Office of Service-Learning, Lingnan University
Service-Learning and Research Scheme 2006-2007

Final assessment report
(For Course Instructors only in mode 3)

Name of student:

Program studies/Stream/Year:

Program:

- ☐ Lingnan Health Care Program
- ☐ Lingnan Community Care Program
- ☐ Lingnan Service-Learning Evaluation Program

Name of social service agency:

Name of course instructor:

Date assessed:

Part I. Summary of Service Practicum

Summary tasks completed by the student.

Added experiences gained from off social service practicum site (e.g. visiting, observations, reflection forum etc.)

Part II. Assessment Criteria

Course instructor is required to assess his/her student service practicum performance in terms of different criteria. The following are essential criteria should be included in this assessment report.

Professional Attitudes and Values

Practice Competence (i.e. communication, organization, problem solving & research skills, & social competence)

Acquisition of Knowledge (i.e. subject/course related knowledge)

Integration of Theory and Practice

Service Accountability

Learning Accountability

Additional Comments: _____

Please rate the student named above from 1 to 10 in terms the following items, circle appropriate marks 1 represents very unsatisfactory while 10 represents very satisfactory.

Assessment Criteria	Marks									
Subject-related knowledge	1	2	3	4	5	6	7	8	9	10
Communication skills	1	2	3	4	5	6	7	8	9	10
Organizational skills	1	2	3	4	5	6	7	8	9	10
Social Competence	1	2	3	4	5	6	7	8	9	10
Problem-solving skills	1	2	3	4	5	6	7	8	9	10
Research skills	1	2	3	4	5	6	7	8	9	10

Part III. Student Development

Course instructor is required to identify whether student develop his/her strength and/or show weakness via service practicum during the period mention above.

Grade of the student obtained: _____ (Please refer to Part V for the Grading system)

Course instructor's Signature

Date
